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ABSTRACT

An interim report on the Stout State University model for training special class teachers to prepare secondary level educable mentally handicapped students for social and vocational adjustment is presented. Pertinent literature is reviewed; and the Stout State proposal which emphasizes academic skills and incorporates vocational education and rehabilitation in secondary level teacher preparation is described. Proceedings from a conference (Menomonie, Wisconsin, November 12-13, 1970), held to assist the Stout project staff in determining the efficacy of the model, include eight papers which deal with the needs of secondary level educable mentally handicapped students and competencies needed by their teachers. Conference questionnaire results are cited and the data is noted as having served as a basis for a field questionnaire sent to all teachers and administrators of secondary level educable mentally handicapped classes in Wisconsin. The data from the field questionnaire, when received, are considered by the author to be primary sources of curriculum study prior to preparing a secondary level special education teacher training program for Stout. (CD)

ED050500

PREPARING TEACHERS OF SECONDARY LEVEL EDUCABLE MENTALLY RETARDED

Proposal For A New Model

Project Report #1
Prepared by

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and

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FOREWORD

Recently, considerable national concern has been generated regarding the appropriateness of the curricula for the educable mentally retarded (EMR), particularly at the high school level. There has been an increased emphasis stressing occupational adjustment for students at this level through work-study programs. This emphasis has been greeted by many as the panacea for alleviating previous concern that these students were not being prepared adequately for the world of work.

Two major questions may be posed regarding secondary level programs. First, are these work-study and other programs really meeting the needs of the adolescent retarded, and secondly, are colleges preparing teachers with the competencies to meet the needs that these individuals possess?

For these reasons, a special project planning grant was submitted to the Office of Education's Bureau for the Education of the Handicapped by the Department of Rehabilitation and Manpower Services (formerly the Institute for Vocational Rehabilitation) at Stout State University. The proposal requested funds for studying and planning the efficacy of initiating a new training model for secondary level special education teachers of the retarded. This proposal, which is described in Section I, was approved and a planning grant was awarded for the period June 1, 1970 - August 31, 1971.

This publication reports the status of the Stout planning project to date. Included are reports of pertinent literature pertaining to the preparation of secondary level retarded youth for social and vocational adjustment, Stout's proposal, the Special Education Curriculum Planning Conference, and the development of a field questionnaire.

We hope this report will be of assistance to those interested in the education and vocational preparation of retarded youth in addition to informing them of our attempt to devise a college training program which will more appropriately prepare teachers to meet the needs of these students.

A second report including the final curriculum for preparing secondary teachers of the educable mentally retarded will be published at the conclusion of the project.

Paul R. Hoffman
Department Chairman

Donn Brolin
Project Director

March 29, 1971

TABLE OF CONTENTS

FORWARD i

LIST OF TABLES. iv

LIST OF FIGURES v

SECTION I - INTRODUCTION. 1

Review of Literature 1

Stout State University Proposal. 4

SECTION II - SPECIAL EDUCATION CURRICULUM PLANNING CONFERENCE . . 8

Purpose. 8

The Delphi Technique 8

The Conference Proceedings 9

Accomplishments. 10

SECTION III - PAPERS PRESENTED BY THE CONSULTANTS 12

SCHOOLING OF RETARDATES by

Mr. Richard Hungerford. 13

THE NEED FOR ECONOMIC SECURITY FOR THE MENTALLY RETARDED by

Dr. Charles Kokaska 18

NEEDS FOR TEACHERS OF SECONDARY EDUCABLE MENTALLY RETARDED STUDENTS by

Dr. Rex Pinegar 22

SPECIAL EDUCATION FOR THE EMR ADOLESCENT: STUDENT NEEDS AND TEACHER COMPETENCIES by

Dr. James Bitter. 26

NEEDS OF THE SECONDARY EDUCABLE MENTALLY RETARDED PUPIL AND COMPETENCIES REQUIRED OF THE TEACHER by

Dr. Jack Dinger 30

SECONDARY PUPIL NEEDS AND TEACHER COMPETENCIES by

Dr. Gary Clark. 41

THE PREPARATION OF SECONDARY TEACHERS OF THE MENTALLY RETARDED by

Dr. Marc Gold 51

STUDENT NEEDS AND TEACHER COMPETENCIES by

Mr. Vic Contrucci 54

SECTION IV - THE CONFERENCE QUESTIONNAIRE RESULTS 58
  Data Collection. 58
  Data Analysis. 58
  Data Interpretation. 66
  Final Questionnaire. 67
SECTION V - SUMMARY AND CONCLUSIONS 68
  Summary. 68
  Future Efforts 70
  Conclusions. 71
REFERENCES. 72
APPENDICES. 75
  Appendix A: List of Conference Participants 76
  Appendix B: Questionnaire 1 78
  Appendix C: Special Education Conference Agenda 79
  Appendix D: Questionnaire 2, Needs. 80
    Questionnaire 2, Competencies 85
  Appendix E: Questionnaire 3 91
  Appendix F: Field Questionnaire 103

LIST OF TABLES

Table

1 Analysis of Needs 59
2 Analysis of Competencies. 63

LIST OF FIGURES

Figure

1 Possible Special Education Curriculum 6

SECTION I: INTRODUCTION

Review of Literature

Numerous writers in the field (e.g., Olshansky, 1969; Katz, 1968; Wolfensberger, 1967; DiMichael, 1967; Fenton and Thompson, 1967; Bernstein, 1966; and Peterson and Jones, 1964) have written optimistically about the vocational possibilities for the "mildly" and "borderline" (educable) retarded. The following conclusions may be drawn from the articles of these writers: (1) That the retarded have untapped potential for achieving higher levels of personal, social, and vocational functioning than they are presently achieving; (2) that research has indicated how much we do not know about the mentally retarded; (3) that, given the opportunity and better training programs, the retarded individual can reach an increasingly higher level of performance than was earlier thought attainable; (4) that what has limited the performance of many retarded persons is not their intellectual inability but rather a lack of appropriate opportunities; (5) that there are thousands of jobs potentially appropriate for the retarded in state and federal governments; (6) that appropriate training techniques and the identification of jobs which the retarded can perform are the key to their being able to compete effectively in the job market; and (7) that as long as the worker of normal potential is upgraded faster than or as fast as automation develops, work should be available for the retarded.

One of the major criticisms of secondary special education has been the many "watered down" curricula which continue to place major emphasis on the academic rather than the more pragmatic skill areas which the student needs to master in order to function socially and vocationally in the community. A study by Mohamed (1969) at Stout State University investigated the vocational programs for the educable retarded in the secondary schools in Wisconsin. He found that (1) about half of the 65 schools had special education curricula for the educable retarded and less than one-third provided separate vocational classes for them; (2) two-thirds of the schools provided no vocational occupational counseling for special education students, nor a comprehensive testing program for all the students; (3) only four of the 65 schools had certified vocational teachers teaching special education students; and (4) only four of the schools had advisory committees for special education in Industrial Arts and other vocational programs. Mohamed concluded that:

> Accompanying any general education there must be learning opportunities in vocational skills so that specific skills for a job are acquired. Mentally retarded students at the high school level, out of necessity, must seek a terminal high school education; vocational programs must be provided by the high schools to train them in specific skills for gainful employment (p. 37).

A study by Brolin (1969) included a review of follow-up investigations of post-school age retardates. He reported that although at least 80% of the retarded individuals "have potential for satisfactory vocational and social adjustment, many of them continue to fail because of the lack of public understanding, appropriate education, housing, evaluation and training programs and techniques, parent counseling, follow-up and the like" (p. 80).

Burnett (1959) urged emphasizing communication skills, pre-training and occupational skills, and the development of appropriate personality traits for vocational success. Gragert (1962) recommended more effective use of special education at the secondary level through the establishment of work adjustment programs for inculcating more effective work habits and attitudes, and earlier school, agency and home programs for personal development. He urged public education to recognize its responsibility to provide pre-vocational experiences to its retarded students before they leave school.

The third report by the President's Committee on Mental Retardation (1969) has recommended "a realistic curriculum that readies individuals to meet the actual demands of daily living and to work in jobs that actually exist in the community." Goldstein (1969) has defined the goal of education for the educable mentally retarded: "To produce mature individuals who can think critically and act independently to such an extent that they are socially and occupationally competent." He states that "the major focus for this goal is a curriculum that encompasses those socio-occupational concepts, facts, and behaviors that are consonant with social adaptation during maturation and at maturity." He feels many curricula in special education do not place enough emphasis on socio-occupational competence. He calls his proposed approach a Social Learning Curriculum. Academic learning is seen as a means toward an end.

Lilly (1970) recommended "traditional special education services as represented by self-contained classes should be discontinued immediately for all but the severely impaired" (p. 43). He feels that we must change our approach and our practices in special education and states "if change is needed, the time to change is now" (p. 46).

In response to these stated deficiencies in secondary classes for educable mentally retarded students and demands for improvement, secondary programs with an occupational emphasis are becoming more prevalent. Schools are recognizing their responsibility in the vocational preparation of the EMR student. In Wisconsin, the Mental Retardation Planning and Implementation Project (1968) stressed the need for more prevocational evaluation and training for the students in special education programs. It was felt that there were sufficient indications showing that special education students involved in work experience programs (called Occupational Adjustment Programs) make more adequate social, vocational, and economic adjustments to the community after graduation. In its document Programming Public School Services for Retarded Children in Wisconsin (1967), the Wisconsin Department of Public Instruction stated that the goal of secondary programs for the EMR was to develop a socially competent and economically self-sufficient individual.

The combined work-study program in which students spend part of the day or week acquiring work experience and specific job skills in the community is one of the most significant recent developments in the programs of rehabilitating the mentally retarded. Special education teachers and vocational rehabilitation personnel jointly attempt to provide for needs of the retarded adolescent while he is still in school. Both Heber (1964) and Younie (1966) felt that these programs are extremely beneficial to special education because they offer substitute goals which give a definite purpose to schooling. Programs which have demonstrated positive results have been described by Deno (1960), Karnes (1965), and Bitter and Bolanovich (1966). Although this approach would appear fairly sound in theory, there are indications that this assumption may be erroneous. Hammerlynck and Espeseth (1969, p. 49) have pointed out

> Consequently, programs of service to the retarded have suffered because of the inadequate communication between the two specialists. This lack of communication has caused sporadic services, and, consequently, inadequate continuity of service to the mentally retarded as they progressed through the work experience program toward independent adult status.

Hammerlynck and Espeseth consequently developed an innovative professional training program for a dual specialist: a vocational rehablilitation counselor and teacher of the retarded. This Master's Degree Program appears to be one significant method of alleviating some of the aforementioned problems in the education of the retarded. However, it is the feeling of many in the field that we can never train enough Masters level people and that we should seek to develop new and better programs at the undergraduate level to meet our manpower needs.

These and other studies indicate that considerable changes must be made in secondary education and teacher preparation. Unfortunately, there has been considerable reluctance on the part of university programs to change from the traditional approach of preparing secondary teachers of the retarded. Their curricula indicate a dearth of courses that would prepare teachers with the competencies needed to be effective in vocationally oriented high school programs. This deficiency exists despite the fact that various sources are strongly urging colleges and universities to realign their teacher training curricula to meet these needs. A conference on Problems of Education of Children in the Inner City sponsored by the President's Committee on Mental Retardation and Bureau of Education for the Handicapped (1969) recommended "all teacher-training institutions should continue to seek new models for preparing professional teachers who can individualize instruction and handle diversity." It recommended that "state educational agencies should cooperate in developing more viable teacher preparation programs." It also recommended to "emphasize a cooperative approach to teaching and working with service agencies in the community and within teacher education programs; emphasize communication between general educators and special educators."

A conference on Special Education at the University of Pittsburgh (1968) suggested, among other things, the development of different types of teacher training programs in various institutions. The Six-Hour Retarded Child (1969) recommended that all teacher training institutions should continue to seek new models for preparing professional teachers with emphasis on sensitivity to each child's needs. The Georgia State Department of Education (1966) recommended that college and university teacher training programs should consider providing instruction in vocational oriented curriculum in rehabilitation procedures to prospective special education teachers.

The literature states that considerable change is needed in special education programs for secondary retarded youth if their needs are to be met so they can function adequately in society. It appears that a teacher of the retarded at this level should obtain competencies in the technical and rehabilitation areas as well as in the traditional model which focuses on the academic areas. Social and vocational competence must be the focus of a secondary program. If teachers are to have these competencies, their preparation must be drastically changed. They must learn to function and communicate with vocational rehabilitation personnel. They must be able to vocationally evaluate, train, counsel, and place each student at his maximum level of social and vocational adjustment.

Stout State University Proposal

This proposal initiates planning for a new model in training specialists to teach secondary level EMR students to function more adequately in society. The new model would expand the traditional approach which mainly emphasizes academic skills development for the mentally retarded to incorporate two important areas now minimized in secondary level teacher preparation--vocational rehabilitation and vocational education. The perceived goal of the proposed model program is to prepare a teacher who is (1) proficient in teaching educable retarded high school age students in pre-vocational and occupational skills areas, as well as the social and academic development areas, and (2) knowledgeable in evaluation techniques, job training and placement methods, community and rehabilitation resources, and vocational guidance. It is felt that Stout State University possesses the rudiments for a vocationally-oriented teacher preparation program because of its unique offerings in the areas of vocational rehabilitation, industrial education, and home economics.

Stout State is well known and respected throughout the world for its Applied Science and Technology (Industrial Arts) and Home Economics programs. These programs will provide courses to meet the needs of students with major interest in Special Education and additional interests in one of these other areas. The teacher candidates should become competent in dealing with the more pragmatic aspects of preparing the retarded adolescent for the world of work.

The Vocational Rehabilitation Department at Stout State University is diverse and innovative in nature. The first graduate program in Vocational Evaluation in the United States was begun here in 1966. Since that time, the Institute for Vocational Rehabilitation has expanded to include an

Evaluation and Training Center for the handicapped, a national Materials Development Center, a Center for Specialized Studies for those working in the field, and an undergraduate program in Vocational Rehabilitation. The staff and resources of these various programs (especially the undergraduate rehabilitation major) will be available for students in the special education training program. Many of the courses the students will take are similarly taken by students majoring in Vocational Rehabilitation.

Utilizing these departments of Stout State University, in addition to the Schools of Liberal Studies and Education, a possible curriculum that could be developed is presented in Figure 1. This curriculum does not in any way reflect the final curriculum that will evolve from the planning year. It is merely intended to portray the essential rudiments of a model that could be developed at Stout State University with minimal effort and is designed to be primarily vocationally oriented.

As mentioned previously, the objectives of the proposed teacher training program would be to prepare secondary level special education teachers who have more appropriate preparation for dealing with secondary special education students and their needs. Upon completion of the four-year undergraduate program, the prospective teacher should be able to:

1. Develop and teach a curriculum consisting of the following:
    a. Social and vocationally-related academics (e.g., reading, mathematics, social science, science, language arts, driver's education).
    b. Remedial academics.
    c. Instruction in work habits development, work skills, manual abilities, activities of daily living (cooking, sewing, managing a home, purchasing, raising a family, etc.).
    d. Vocational evaluation procedures and techniques (e.g., interest and aptitude tests, job samples, work tasks, situational assessments, on-the-job evaluation).
    e. Behavior modification and other adjustment approaches. Devise a learning (or engineered) classroom setting using psychological and skill training techniques to improve performance and learning.
    f. Vocational and personal guidance and counseling.
    g. Vocational training and skill development experiences (e.g., manual training, homemaking, etc.).
    h. School and community work-experience.

2. Coordinate the special education program with:
    a. Regular classroom teachers.
    b. Vocational Rehabilitation.
    c. Employment Service.
    d. Social Services.
    e. Sheltered workshops.
    f. Industry

3. Analyze the employment opportunities available for special education students and devise a plan for assisting students secure employment utilizing:

I. General Studies (40 credits)

English	9
Speech	2
General Psychology	3
General Sociology	3
Science electives	6
Social Science electives	6

Physical Education	2
Electives from the areas of: Art, Music, Literature, Mathematics, French, or Philosophy	9

II. Professional Teacher Education (18 credits)

Principles of Secondary Ed.	2
Educational Psychology	2
Adolescent Psychology	3
Aptitude & Achievement Appr.	2
Intro to Guidance	2
Curriculum Development	5
Student Teaching (Normals)	3

or, Professional Teacher Education (6 sem.)	12
Student Teaching	6

III. Special Education (40 credits)

Required:

Psychology of Exceptional Child	3
Intro to Mental Retardation	3
*Teaching Methods	3
*Curriculum Development (Special Education)	3
*Student Teaching (MR)	5
*Occupational Information	2
Intro to Rehabilitation	3
Community Resources	2
Vocational Evaluation Methods	4
Placement & Training Methods	2
Group Work With the Handicapped	2

Restricted Electives:

Counseling Theory	2
Psychology of Learning	3
Psychology of Careers	2
Abnormal Psychology	3
Education of Slow Learner	3
Juvenile Delinquency	3
Sociology of Minority Groups	3
Sociology of Family	3

IV. Minor (22 credits)

Industrial Arts,
Home Economics, or
Combination of above

Possible courses include: Cooperative Occupational Education Programs; Intro to Industrial Education; Intro to Teaching Home Economics; Communications; Processes; Energy; Industrial Crafts; Food Fundamentals; Clothing Construction; Home Equipment & Household Physics; Work Simplification.

V. Free Electives (10 credits)--Any courses at the University.

TOTAL CREDITS: 130.

*New course to be developed.

Figure 1 Possible Special Education Curriculum

   a. Dictionary of Occupational Titles, Guide to Jobs for the Mentally Retarded, Minnesota Occupational Adjustment Patterns (OAPs), etc.
   b. Manpower reports.
   c. Employment Service information.
   d. Community surveys.

4. Administer aptitude, dexterity, interest, and work sample tests.
5. Write vocational evaluation reports and recommendations.
6. Write proposals for special education projects and needs.
7. Conduct follow-up activities on former students and provide assistance when necessary.
8. Conduct public relations activities.
9. Recognize and identify organizations which can assist the retarded.
10. Identify, analyze, and draft appropriate legislation.

A curriculum to prepare teachers with the above competencies needs considerable study. In addition, other needed competencies may be identified during the study period.

To help determine whether the Stout proposal is in accord with the needs of the field, a state and national workshop was conducted at Stout State University, November 12-13, 1970. This conference was designed to be one of the first steps in the planning year and to serve in giving the project staff guidelines in curriculum development. Section II of this monograph presents detailed accounts of the Conference preparation and proceedings.

SECTION II: SPECIAL EDUCATION CURRICULUM PLANNING CONFERENCE

Purpose

During the initial stages of the project year, Stout State University hosted a state and national conference focusing on the needs of the adolescent EMR and the competencies that teachers must have to meet these needs. The Conference brought together well-known national experts and persons from rehabilitation, government and education agencies from Washington, D.C. and Wisconsin. The Conference was designed as a starting point for developing a teacher preparation program that will appropriately prepare secondary level teachers of the retarded.

Invited to assist in accomplishing the purposes were eight distinguished special educators (consultants): Dr. James Bitter, University of Northern Colorado; Dr. Gary Clark, University of Kansas; Mr. Victor Contrucci, Division for Handicapped Children (Madison); Dr. Jack Dinger, Slippery Rock State College (Pennsylvania); Dr. Marc Gold, University of Illinois; Mr. Richard Hungerford, Boston University; Dr. Charles Kokaska, California State College - Long Beach; and Dr. Rex Pinegar, Brigham Young University.

Also selected to attend were persons from a number of agencies serving retarded individuals throughout the state. These agencies included high schools and universities, vocational education, Division of Vocational Rehabilitation (DVR), State Employment Service, Cooperative Educational Service Agencies (CESA), sheltered workshops, Division for Handicapped Children (DHC), Special Education Information Material Centers (SEIMC), Wisconsin Association for Retarded Children, Bureau of Mental Retardation, and a retardation institution. A number of Stout State University faculty who will eventually be directly involved in the curriculum development and program implementation also participated in the Conference. In addition, Dr. Harold W. Heller, Acting Director, Division of Training Programs, Office of Education, Bureau for the Education of the Handicapped, came to the University because of his interest in the project. The list of participants is presented in Appendix A.

The Delphi Technique

The Delphi Technique, developed at the Rand Corporation in the early 1950's was utilized to obtain the group's opinions about the basic needs of the educable mentally retarded and the competencies needed by the teacher in order to meet these needs. The Delphi Method has not been used extensively in the behavioral sciences; however, its approach appeared to lend itself to the purpose of the Conference in gathering the necessary information. The technique is built on the strength of informed intuitive judgment and is intended to obtain expert opinion without bringing the experts together in a face-to-face confrontation. Contact is generally made with the experts through successive questionnaires. However, for the purpose of this Conference, the experts were brought together after the initial mail questionnaire to elicit their responses. Pfeiffer (1968) presents the following variation of the procedure.

(1) The first questionnaire may call for a list of opinions involving experienced judgment, say a list of predictions or recommended activities.

(2) On the second round each expert receives a copy of the list, and is asked to rate or evaluate each item by some such criterion as importance, probability of success, and so on.

(3) The third questionnaire includes the list and the ratings, indicates the consensus if any, and in effect asks the experts either to revise their opinions or else to specify their reasons for remaining outside the consensus.

(4) The fourth questionnaire includes the list, ratings, the consensus and minority opinions. It provides a final chance for the revision of opinions.

Thus, although it was impossible to exactly follow the procedure of the Delphi Technique, it was decided that this method would be appropriate for the Conference.

The Conference Proceedings

The national consultants were sent a letter describing the project and needs of the Conference. They were asked to prepare a paper to present at the Conference focusing on (1) the needs of the educable mentally retarded adolescent in the high school programs and (2) the types of competencies a teacher of the retarded must have to meet these needs. The papers are presented in Section III.

Prior to the Conference, all participants were asked to fill out a brief questionnaire concerning these two areas (see Appendix B). This original contact with the Delphi approach was designed to allow the project staff to begin compiling a list of primary needs and teacher competencies which would be rated in importance at the Conference by the attendees.

The Conference agenda is presented in Appendix C.

All consultants and many participants arrived at the University the evening prior to the Conference. Dinner was served and the participants, consultants, project staff, and Stout officials were introduced and oriented to the Conference goals.

The Project Director opened the Conference the following day, November 12, by restating the goals and structure of the Conference. Various introductions were made, including the four consultants who then presented their papers on needs of the adolescent EMR.

After the four presentations, the conferees were divided into four groups. Each group member received a list of needs compiled from the original mail questionnaire. These needs were reviewed, the presentations by the consultants discussed, and any additional needs listed. While the conferees were served lunch, project staff members compiled the additional needs determined during the morning presentations and small group discussions. These needs were numbered, typed, and prepared in transparency form by using a Thermofax copier.

At the afternoon general session, the Delphi Technique was explained and Questionnaire 2, Needs (Appendix D) administered. Each conferee was requested to rate the importance of the needs determined from Questionnaire 1, consultants' papers, and small group sessions. Following the administration of this questionnaire, the four remaining consultants presented their papers on the competencies needed by teachers of the EMR. These papers may be found in Section III.

The conferees then returned to their small groups and proceeded as they had in the morning session. The emphasis in the afternoon group was on teacher competencies necessary to meet the needs of the adolescent EMR.

After the small group sessions, project staff members compiled the competencies determined by the small groups and added them to those stated in the original questionnaire. These new competencies were prepared for presentation to the group by overhead projector. Questionnaire 2, Competencies (Appendix D) was then administered.

That evening the project staff prepared Questionnaire 3 which presented all needs and competencies with the interquartile range (IQR) for each. Each participant's copy also contained his previous rating for each item.

The next morning Questionnaire 3 (Appendix E) was administered to the conferees who were asked to re-rate each need and competency. If the new rating was different than the consensus opinion, a statement regarding the reason for the difference was requested. A rating of the degree to which schools currently meet each need and competency also was requested.

After completing Questionnaire 3, the conferees returned to their small groups to hold final discussions and evaluate the Conference. In the final group session, Dr. Heller expressed his continued support and that of the Office of Education in the ability of the conferees and the Stout Proposal to build a program to more adequately meet the needs of the high school retarded youth.

The Project Director thanked all conferees for their attendance and support and requested their continuing assistance.

Accomplishments

Primary accomplishments of the Conference were numerous.

The commitment to the project by Stout State University from Dr. Wesley Face, Vice-President of Academic Affairs, by the Wisconsin Division for Handicapped Children from Mr. Victor Contrucci, and by the Office of Education from Dr. Harold Heller was accomplished. All three expressed a sincere cooperative desire to lend assistance in any way the project staff requested. Other departments at Stout were also informed of the project and became committed to its future endeavors.

The Conference informed many Wisconsin personnel of the project's intention and stimulated interest and concern about the current secondary level educational preparation of the EMR.

The national consultants were able to bring their thoughts and expertise together in focusing on the project's purposes. Their papers were very informative and are presented in the next section. It is hoped the consultants will continue to lend support to the project.

The purpose of the brainstorming approach utilized in the small group sessions was to generate as many ideas and reactions as possible. All statements regarding needs of EMR students and competencies of their teachers were recorded. The project staff made no attempt to state them more clearly for presentation on Questionnaires 2 and 3. Perusal of the questionnaires, Appendices D and E, depicts the results of this approach.

The Conference allowed the opportunity to systematically gather needed data by administering a number of questionnaires to the participants. These data have been used as a basis for the final field questionnaire which was sent to all Wisconsin secondary teacher of EMR, randomly selected administrators and rehabilitation personnel. These data will also be extremely valuable for reference in curriculum building and in the selection of the type of student who should be accepted into teacher education programs.

SECTION III: CONFERENCE PAPERS

Presentations of the Conference consultants are presented in this section. The first conference speaker was Mr. Richard Hungerford. The following five charts were used by Mr. Hungerford as a basis and illustration for his presentation.

Following Mr. Hungerford's charts are the papers presented by Dr. Clark, Dr. Pinegar, Dr. Bitter, Dr. Kokaska, Dr. Gold, Dr. Dinger, and Mr. Contrucci.

Stout State University
SPECIAL EDUCATION CONFERENCE

Richard Hungerford

SCHOOLING OF RETARDATES

1. Program Concerns for Retardates

gradation moderate pattern all?

needs:	individual								family
ages	medical care	counseling - psychol., occ., soc.	schooling	employment	recreation	social work	welfare	religion	
pre-infant									
3 - 6									
6 - 9									
9 - 13									
13 - 16									
16 - 18									
18 - 25									
25 - 50									
50+									

2. Resources and Program Components

Richard H. Hungerford

Resources

public

- industrial school district (2000+ pupils)
- co-op school districts
- state schools
- universities
- hospitals, clinics
- employment services
- rehabilitation services
- social services
- welfare services
- research centers
- instructional centers

private

- parent organizations
- professional organizations
- philanthropic organizations
- organized religions
- profit-making organizations

Program Components

- community and job surveys
- program planning
- finding of individuals
- diagnosis - prognosis
- medical - surgical treatment
- para-medical treatment
- enrichment - social (3-6)
- formal schooling (6-18)
  - early elementary
  - later elementary
  - intermediate (jr. high)
  - work study
- sheltered shop (18+)
  - prolonged training
  - terminal
- retraining (16+)
  - industrial change
  - vocational change
- half-way house
- employment service
  - job counseling
  - job getting
- social work
  - personal counseling
  - follow-up
  - foster home
  - welfare
  - industrial program planning
- recreation
- religion
- local services
- geriatric services
- genetic counseling
- prenatal counseling
- prenatal services
- standards
- personnel
  - recruitment
  - training
  - retraining

3. Administrative Schema--Schooling of Retardates (Moderate)

Richard H. Hungerford

---

a. urban school district (2000+ overall pupils, 50+ EMR)

elementary (2 units), Cores I - IV, C.A. 6-12
- (1) personal - social development
- (2) generalized social - work habits
- (3) academics

intermediate (1 unit, 2 staff), Cores V - VI, C.A. 13-15
- (1) job survey and initial specifics in three job areas; choosing, getting, and holding a job
- (2) personal - social development (rehabilitation)
- (3) academics

semester work-study (1 unit, 2 staff), Cores VII - VIII, C.A. 16-18
- (1) specific in two job areas
- (2) budgeting; family and work citizenship

sheltered workshop (prolonged training)

---

b. regional - approximately same as above but having

elementary classes in small communities

boarding homes (Mon. A.M. thru Fri. P.M.) in central community for adolescents and rehabilitation adults

secondary and rehabilitation training center in central community

sheltered workshop (prolonged training and terminal) in central community or urban center

---

c. state school program (similar to b but using state school facilities for adolescents Monday through Friday)

---

d. "children's" villages utilizing private homes for part-time residential facilities, particularly in b

---

e. half-way houses as extensions of state school facilities

N.B.--Variants of b., c., d., and e. have proved effective, providing effective work-community surveys continue being made

4. Teacher Training--Schooling of Retardates (Moderate)

Richard H. Hungerford

a. elementary

(1) academic--elementary education + present-day special education in many states (including curriculum construction, special methods, occupational education)

(2) specialty--specialty training (such as art, music, health, shop) plus special education (see above)

b. secondary

(1) academic--as for elementary plus adolescent development, learning disorders, emotional disturbances

(2) specialty--as for specialty above plus special studies for secondary academic

(3) industrial education--basic industrial education plus preparation of
(in New York City)
food service
care of sick
garment trades
laundry, cleaning
porter
building maintenance
household aid

5. Today A Preferred Administrative Format Would Be As Follows

Richard H. Hungerford

C. A. Of Pupils	Location of Class	Core Themes
3 to 7	Nursery School	The School
7 to 9-6	Elementary School	The New School; The Home
9-6 to 12-6	Elementary School	The Neighborhood or Village The City (or County)
12-6 to 15-6	Junior High	Available Community Job Areas Choosing a Job Getting and Holding a Job Family Citizenship
15-6 to 18-0	Senior High	Family Citizenship Community Citizenship

THE NEED FOR ECONOMIC SECURITY FOR THE MENTALLY RETARDED

Charles J. Kokaska

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The specific object of this presentation is to impress members of the audience with a concept which I consider to be related to the goals of the institute. Over the past several years, I have been concerned with the concept of marginality as it is related to the participation of former special class students in the labor force. You are undoubtedly aware of the general meaning of the word "marginality," i.e. on the edge of an object or entity, or in a sociological sense, residing on the edge of an organization or group.

The concept of marginality in this presentation refers to an individual's status in reference to employability. It is directly related to the individual's ability to gain employment and his level of occupational skill. The concept is crucial to this conference as it identifies a condition or status which must concern those of us who train either the teachers of the retarded or the retarded themselves. This is because the condition of marginal status is in conflict with one of the basic needs of those retarded who seek employment, namely, the need for economic security and advancement. It also stands as a continual contradiction to the purpose of our vocational training programs, namely, the full development and utilization of the individual's abilities within the labor market.

As the term implies, those individuals who are in a marginal status dwell on the edge of the labor market. This hinterland includes:

1. those who sway between the classifications of employed, unemployed, and out of the labor market (out of the labor market are those who have been unemployed so long that they no longer seek employment);
2. those who may be employed, but in occupations which fail to provide adequate economic rewards which can measurably increase their social status;
3. those who may be employed, but in occupations which are projected to be eliminated through technological change

In the first situation, we as teachers and teacher trainers are primarily concerned with providing the retarded with the basic social, manual, and intellectual skills that will increase their chances of gaining employment. These objectives and the various behaviors and facilitating skills have received extensive emphasis within the literature. A recent review of predictive assessment of the vocational success of the retarded has, in part, indicated that they have exceeded expectations in their training programs which may be due to our emphasis upon these basic skills (Department of Health, Education, and Welfare, 1970). However, the concern within many of these training programs has primarily been with the immediate; i.e., let us train and place our trainees on jobs, thereby avoiding the stigma and life consequences of unemployment.

My contention is that we must also be concerned with the second ingredient of marginality; i.e., the economic rewards of employment. At this juncture, the issue becomes more complicated because we are dealing with a population that commands an extensive range of vocational skills. Some retarded harbor only enough skill to occupy unskilled jobs while others will work in craft occupations. Some of you may be surprised at the mention of craft occupations, but let me share with you the results of a survey I conducted in 1967 of 316 secondary urban programs for the educable mentally retarded (Kokaska, 1968). The following is an abridged list of occupations in which students in those programs were being trained and placed:

An Abridged List of Occupations in Which the Educable Retarded are Being Trained and Placed by Secondary School Systems

Craftsmen

appliance repairman
auto mechanic
baker assistant
bicycle repairman
body-fender repairman
book binder
bricklayer assistant
butcher
carpenter assistant
carpet layer
carpet layer assistant
cement finisher helper
dental assistant
electrician assistant
furniture repairman
house painter
house painter assistant
lens grinder
machine serviceman
meat cutter
monument engraver
mortician assistant
photographer assistant
plumber assistant
printer assistant
radio-TV repairman assistant
roofer
saddle-bootmaker
shoe repairman
sign painter
sign painter assistant
tailor assistant
TV camera man
tool shop apprentice
upholstery assistant
welder
woodcutter

Operatives

drill press operator
fork lift truck operator
laundry-dry cleaning machine operator
milling machine operator
sewing machine operator
staple machine operator
truck driver

Assembly worker in:
  air conditioner factory
  auto parts factory
  candy factory
  electronics factory
  food plant
  furniture factory
  garment factory
  greeting card factory
  pen-pencil factory
  sheet metal factory

One of my graduate students, Bill Lawrence, attempted to probe some of these occupations more carefully. He completed a survey of secondary programs in five counties surrounding Detroit. The Detroit area was a logical choice due to the concentration of industries and the opportunities this affords special class students to enter diverse occupations. The following is an amplification of two job titles in the operative area taken from his survey:

Selected Operative Occupations

Title	Duties	Range in Hourly Wage Rate
Assembly worker in auto plant	spot weld paint grind metal final assembly finish and trim	$2.75 - $3.40
Machine operator in smaller firms	repair and clean machine operate drill press grind gears operate radial drill buff metal plate metal parts	$1.70 - $2.50

In glancing over the various job titles, one may be surprised with what the retarded are able to do. The list of occupations dramatizes the fact that we must be cautious in characterizing them according to vocational stereotypes. I am particularly referring to the increasing emphasis within the literature upon training the retarded for service jobs. Yes, the service occupations are projected to expand in proportion to the gross number of positions in the labor market. Yes, the cost of training is lower than in other occupations. Yes, they also offer relatively rapid placements which help indicate program success. But, not all students in special classes should be characterized as workers in the service areas. There is a reason for my caution. I am particularly concerned with the amount of economic returns these occupations offer. For example, Rutzick (1965) in his ranking of U.S. occupations by earnings listed the following median annual earnings for some of the service occupations:

counter-fountain worker	$1724
waitress	2144
cook	3424
hospital attendant	2955
elevator operator	3389
household worker	1058

Of course, these are median annual earnings and they can fluctuate according to such variables as urban size, geographic area, length of time on the job, the presence of a union, etc. But, we cannot overlook the fact that a large proportion of special class students in our urban school systems are also members of lower socio-economic levels. This factor of disproportionate numbers of members of lower socio-economic levels in special classes, and particularly from such minority groups as Puerto Ricans, Mexican-Americans, and

Negroes, is becoming the most crucial issue in mental retardation. As an example, Tobias, Alpert, and Birenbaum (1969) reported in their survey of the employment status of mentally retarded adults in New York City that although Puerto Ricans constituted only 15% of the entire school population, they comprised 35% of the pupils in classes for the retarded during the survey sample years.

Thus, I wish to emphasize that in view of the limited financial remuneration from service occupations, special educators should carefully consider whether they may be inadvertently training students for positions which will not enable them to achieve an economic level and accompanying benefits above that from where they started. We may be training them to work, but not in occupations through which they can improve their economic situations. We may be getting them jobs, but in areas which are vulnerable to fluctuations in the economy. In other words, the reduction of marginality and the establishment of a successful program in the vocational preparation of the retarded depend upon the relationship of the individual's potential skills and the economic rewards he can obtain from the job for which he was prepared.

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NEEDS FOR TEACHERS OF SECONDARY EDUCABLE MENTALLY RETARDED STUDENTS

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Education for the retarded should be seen as education first and education for the retarded as second. Research and training of the retarded tends to be seen by many as something other than education. It may be that this view was created because research and training with the retarded is often done in other than a "school-like" atmosphere: a sheltered workshop, on the job, or in work experience stations. Such a point of view somehow seems incongruous to the concept of education. It is the opinion of this writer that education is best viewed as that process of teaching and learning which brings about change in a person's performance in or out of the classroom, with many or with few persons involved, with normal or exceptional persons.

For the past several years, particularly since the beginning of support for graduate training programs through the U.S. Office of Education, Bureau of Education for the Handicapped, special education has been viewed as meaning education apart from the regular educational teacher training programs. It appears that such an approach to the training of special education teachers may be injurous to their training. Since they must work very closely with the teacher in the regular classroom setting, it seems advantageous to have special education teachers trained in close relation to the regular classroom teacher. Education for the retarded should be planned for, and implemented as an integral part of the education system. No longer should special education be viewed as a special program quite apart from the regular education track for teachers of so called normal children. It is true that there are some children who require specialized classroom situations, educational settings, and instructional techniques to meet their individual deficiencies or needs. It is also true that the educational, occupational, and social goals for these children are very likely to be the same as those for normal children.

The point of view expressed above seems to identify four main needs for training teachers of the educable mentally retarded secondary student: (1) A training institution needs to provide opportunities for the teacher-in-training to see education in a very broad spectrum. (2) The training teacher needs an exposure to and experience with the educational process for mentally retarded children beginning at early elementary, if not pre-school level, through the high school experience. (3) The training teacher needs an exposure to and experience with the world of work within the community which provide occupational promise for retarded persons. (4) Training teachers need an extended practicum or intern experience which allows the trainee to work with the retarded at several levels of educational and intellectual development. This training should run concurrently with experiences in educational development with retarded in occupational skills, specifically tasks related to occupational proficiencies.

An example of the training suggested above was initiated late in the training of students at Brigham Young University who were completing master's degrees in the area of mental retardation. Using 84 residents of the Utah State Institution for the Mentally Retarded, a two-year job training project was initiated. Residents were evaluated by the educational staff and representatives of the Office of Rehabilitation Services, and they were found to have potential for job placement. A master's level student in mental retardation was then assigned to each group of seven residents at the State Training School as an instructor-evaluator (we've since changed the title to "teacher"). The instructor-evaluator's function was to work with and train the resident assigned to a specific job station at the Institution. To do this the instructor-evaluator was required to write up an instructional plan which included not only on-the-job training, but also classroom instruction which appeared necessary for developing skills or social attributes needed for success in job placement. It soon became apparent that the instructor-evaluator was not limiting his instruction to the job station. Much of the training was taking place in the classrooms of the school building at the Institution. Simulated work experience, social interaction, and employer-employee relations were practiced and skills built within the mentally retarded person to handle such situations.

Does this mean that the education of the retarded trainee was only limited to the time spent in the classroom? That the educational research was only that related to data collected in the classroom? These two questions may sound rather ridiculous but if education and/or educational research is limited to the classroom what else could one surmise? In fact, if such a line of thinking was carried to its ultimate conclusion, teacher training institutions should eliminate all practicum experiences because the student teacher in training must leave the classroom of the college for such courses and/or experience.

Education for the retarded needs to begin early in life, perhaps as early as three months of age. For most mildly and moderately retarded persons, three to four years of age is a desirable time to begin educational experiences. This points up the need for teachers-in-training to have background and experience which will enable them to teach home-living skills, skills for working with parents in the home, skills which will enable them to identify areas of strength and weakness in a child's functioning and develop an instructional procedure which will enhance the strength or overcome the weaknesses. Such an approach might also imply that there should be one continuous program into which both elementary and secondary teachers contribute. The artificial break or barrier between the two so called "levels of instruction" needs to be eliminated.

Another implication of need might also be that of teaching the retarded for employability all the way through their schooling experience rather than only during the 7 to 12 grade sequence. To do this it appears that the teacher would need:

A. Space
    1. Work sample stations
    2. Simulated work stations within the school classroom setting
B. 3. Storage areas for the equipment and materials to be used in these stations
    4. Space for work tables, work benches and for displaying completed projects

B. Training
1. Curriculum development experience (kindergarten through 12th grade)
2. Instructional packaging (the establishment of an instructional objective with its accompanying learning experiences and materials for developing those experiences)
3. Principles of learning theory (theoretical constructs with experience in the application of these constructs to an actual teaching-learning experience)
4. Practicum experience beginning in the freshman year at the university (for a suggested experimental program see attachment "A" at the end of this paper)
5. A feed-back system for evaluating teaching training performance (video tape recording with micro-teaching experience)

C. Time
1. Interaction with industrial and business personnel
2. Interaction with parents and/or guardians
3. Interaction with other educational specialists (teachers, researchers, psychologists, social workers, vocational rehabilitation specialists, counselors, employment office personnel, etc.)

In summary, the secondary teacher of educable mentally retarded children needs:

1. An awareness of and experience with the broad spectrum of education; he needs to be able to see the relationship between pre-school, elementary, intermediate, and secondary educational programming for the development of appropriate and meaningful educational experiences for the mentally retarded;

2. Exposure to and experience with educational programs in clinical settings as well as in public school or private school situations;

3. Experience with and exposure to occupational resources within the community and the immediately surrounding area; and

4. An extended practicum to include work with the retarded at all levels of educational and intellectual functioning.

ATTACHMENT "A"

Suggested Teacher Training Schedule of Practicum Experience

Freshman Year	**Look, See, Do. (1) Experience learner's world**	**Observer**
Sophomore Year	**Look, See, Do. (1) Experience learner's world with introduction to (2) tutor opportunities**	**Observer Participation**
Junior Year	**See, Hear, Do. (1) Experience learner's world with (2) tutor time and team time in implementing (3) role of team plans**	**Teacher**
Senior Year	**See, Hear, Do. (1) Experience learner's world with (2) tutor time and team time in implementing (3) role of team plans, (4) participate student teacher - planning as well as implementation. Help direct those at (1) and (2). Works with team as member.**	**Student teacher**

(MAY GRADUATE FROM COLLEGE HERE)

Fifth Year	**Do! Work with Master Teacher (1), (2), (3), (4), (Supervising)**	**Apprentice Teacher or Intern**
Sixth Year	**Do! Demonstrate 1-5**	**Master Teacher**

SPECIAL EDUCATION FOR THE EMR ADOLESCENT: STUDENT NEEDS AND TEACHER COMPETENCIES

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In special education, there is a tendency to classify students with limited intelligence as mentally retarded. Other characteristics, like cultural and economic backgrounds, are generally considered only secondly. Unfortunately, our present educational system tends to segregate students on the basis of abilities, generally verbal. Special education is an example; "track" programs are another, and our continued emphasis on content is another. Though most educators plan curriculums with the assumption that our youth come from middle-class backgrounds, students are indeed drawn from various cultural and ethnic groups with many abilities and various disabilities.

It isn't surprising that many youngsters drop out of school. Segregation of students, inflexible programming, and limited curricular experiences are perhaps some of the reasons for abandoning school. Adolescence is a very critical period. The adolescent is learning what kind of person he is, how he relates to others, and he often attempts to make decisions about education, work, and marriage. Yet, our curriculums seem designed more for fostering dependency rather than independent functioning.

Our world and society is constantly changing. The impact of change on values, ideas, concepts of time, and freedoms necessitates renewed thinking regarding the emphases in educational curriculums. For example, educators are only beginning to recognize that preparing to cope with leisure time is as important as preparing for a job.

Many professions lean heavily on concepts of normalcy. Those that do have difficulty accommodating a changing world and changing man. Yet, abilities and disabilities are contextually relative (Puth, 1969). Disabilities are a function of a dynamic relationship between the individual and his environment. Human existence, and many associated processes of living, are characterized by a "two-way, dynamic demand between a unique organism and (or in) its unique environment (Puth, 1970)."

Because of this, the usual instructional approach which emphasizes structure and "delivery" by the teacher may not be the most desirable approach for facilitating learning. Educational programs need to shift from the current over-emphases on content to an increased emphasis on experience. The emphasis should be placed on learning how to learn and think, rather than on what to know and remember. Curriculums should reflect a recognition that actual learning is a very subjective experience which does not follow a set time schedule and requires a concerted personal effort. Learners can learn, but it may not really be desirable for teachers to teach. Rather, they should guide by creating the conditions for learning and stimulating interest and experiences.

Curriculums need to be designed for learning how to live, and should promote learning for independence, responsibility, and problem solving through independence, responsibility, and problem solving. Our school systems and students should profit from individual differences and multi-culturalism.

Educational Needs of the EMR Adolescent

The similarities and differences between adolescents of varying degrees of ability can be overstressed, and usually is for administrative convenience and efficiency. The general educational needs of EMR adolescents are similar to the educational needs of most adolescents in that they need to develop communication skills, independence, resourcefulness, and self-confidence. Slower learners, however, generally (a) lack many of the common experiences associated with maintaining independent living; for example, community and work exposure; (b) learn better from more concrete experiences on a relatively non-verbal level; (c) require more repetition and reinforcement in the learning process; and (d) have less ability to transfer learning from one situation to another.

Emphasis in our curriculums should, then, be on functional abilities, including:

1. communication skills, i.e. speaking, listening, reading, writing, recording, and interpreting.
2. independence, i.e. the ability to think and decide, provide self-direction, organize and plan efforts, take initiative, and accept responsibility.
3. resourcefulness, i.e. ability and desire to investigate, discover, interpret, review, evaluate, and use information.
4. self-confidence, i.e. healthy attitudes toward personal strengths and weaknesses, ability to handle situations involving social interaction, and ability to coordinate with others.

To provide for these needs, and accomplish the related goals, necessitates a curriculum of activity and experience which is individualized. It also requires that teachers extend the "experiential" program into the community (Bitter, 1967). Our referent should be the student, rather than our profession, where the student can become the center of the learning activity and be assisted in learning how to inquire, organize, discuss, and discover on matters of interest to him. The learning process should move away from structured content which is predetermined as valuable regardless of student response, or its utility for total life functioning, and be permitted to become inquiries by students of any topic, problem, or human endeavor in any medium (Provincial Committee, 1968). The school can then become a dynamic learning situation based on personal and group interests which can encompass the community and its resources.

Competencies of Secondary EMR Teachers

If our curriculums are to provide for the individual needs of students, adolescent EMR's in particular, then we need to shift the emphasis in development of teacher competencies from teaching methods to resourcefulness in providing learning experiences.

The teacher must be capable of identifying and understanding the needs of individual students. He must be able to develop objectives for students and be able to identify changes in the learner.

The individual approach emphasized above requires flexibility on the part of the teacher and the curriculum. The teacher must be skilled in providing guidance, in order to help students plan and manage their own progress, to encourage students to identify areas of learning in which they would like to learn, and to provide the opportunity for making decisions. Flexibility by teachers also requires that they remain sensitive to the interests and problems of students, and have the ability to permit the direction and pace of a learning task to change as the situation demands.

But, in addition to flexibility, the competent teacher must be able to help students see order and pattern in experience and to realize common elements in problem solving. He needs to be familiar with, and possess some understanding of, human ecology in order to be resourceful in providing a variety of situations to the student which will enhance learning. Being resourceful requires that the teacher be an excellent coordinator, capable of working with many people in various capacities including parents, colleagues, and the community.

One of the communication skills a teacher should have is in the use of learning aids. For example, audio-visual media involve more than one sense and have value for making learning more concrete, providing repetition and needed reinforcement, and immediate feedback. It is important to emphasize, however, that the teacher must know the advantages and limitations of various media and be capable of effectively using the best aids at the appropriate time. A basic understanding of media applications, that is, knowing when, what, and how, is perhaps the most important factor affecting the potential of learning aids to facilitate learning.

The Provincial Committee on Aims and Objectives of Education in the Schools of Ontario (1968) reinforce the need for imaginative and resourceful teachers who are capable of creating a curriculum of learning experiences on the spot. This Committee suggests that remote curriculum developers, who may predetermine the entire structure of a curriculum and impose it upon all students, should wither away as anachronisms, and in their place should emerge consultants on child development, methodology, program aids, field experiences, and special learning problems (Provincial Committee, 1968).

Summary

This paper proposes changes in educational programming which would deemphasize curricular segregation. Special education may be a result of an educational system which promotes segregation of content and of students. Most of the school structures still utilized reflect the old system and, no doubt, tend to reinforce it.

In place of the usual educational pattern, it is suggested that consideration be given to an unstructured, individualized approach emphasizing the pursuit of individual and group interests by students through activity and experiences, and that our teacher training programs facilitate this approach by developing teacher resourcefulness and the guidance and communication skills necessary for facilitating learning and human functioning.

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NEEDS OF THE SECONDARY EDUCABLE MENTALLY RETARDED PUPIL AND COMPETENCIES REQUIRED OF THE TEACHER

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An editorial written in the July 1970 issue of Better Homes and Gardens stated in part some of the following thoughts: "Something has gone wrong with our country. Each of us feels more and more abandoned by his fellow men. We are at the mercy of machines. We begin to live only for ourselves. We seem to feel the world owes us and that we owe it nothing. The results of such attitudes are all around us. The services are deteriorating. It's hard to find repairmen who will do a good job the first time--or even the second or third time. Expensive new products lose knobs and buttons like cheap toys. Waiters act as if they are doing you a favor to wait on you. Sales people gossip while you wait. Cleaners not only fail to get the spots out, but end up losing the whole suit. Airlines misdirect thousands of bags. Department stores can't straighten out your billings." These are the kinds of failures that are being noticed and complained about by most everyone in this country today. These are the same kinds of behaviors which our mentally retarded young adults can be trained to correct. Our boys and girls can learn to be effective, courteous, dependable service workers in our society. Perhaps they can even begin to change this downward spiral of inadequacy and deterioration which is becoming a national disease.

In order for our retarded young adult to become a successful person, he is going to need a vastly different school program in order to help him arrive with the correct attitudes, behaviors, values and abilities.

I would like to back up to get a good start on today's topic by reminding you that I began my professional work with retarded children as Director of Psychological Services at the Polk State School, which is a residential school of 3,500 retarded from age six months to 85 years, in northwestern Pennsylvania. Four years of service here left me with the feeling that I really knew something about retarded people. I then became Supervisor of Special Education for the Altoona School District in which several hundred retarded children attended public school special classes. During a faculty meeting of the special education teachers shortly after my arrival, I asked several of the ladies who had been teaching special education for twenty or more years just what became of these children they had been teaching. They said, 'Well, gee, I don't know. I don't really make it a point to keep track of them. I run into some of them on the street every once in awhile." One lady, sensing my frustration said, 'Well, I know one boy, he's in a penitentiary." This only brought a further frown to my face so another woman said, 'Well, I know another boy who's working for the Pennsylvania Railroad and doing quite well." But I persisted that there had been hundreds upon hundreds of boys and girls going forth from the schools where they had taught. As we discussed the problem further, we all came to the frightening conclusion that we had never taken time to find out WHAT we were training them FOR. As a result of this, we didn't know whether we were perpetuating terrible mistakes and offering limited programs of preparation, or whether we were doing a fine job, although we were kind of sure that we weren't.

We also decided that this could not be the most effective way to conduct a good educational program. You can't hit the target if you don't know what or where the target is. Further discussion led to the conclusion that the best indicator of what the pupils in our present special education classes would become, or could be trained to be, was what had happened to students in the past classes as a result of their school training programs.

I decided to make this my doctoral research project and proceeded to interview 100 former special class pupils at their homes and also visited their employers to do a job analysis of the types of work done and skills involved in doing them. Now, these people really amazed me--they had been out of school from two to twenty years. They were fairly well dressed, spoke quite intelligently during the interviews, had quite good homes, and had wives and children who paralleled the average of any community. You know we don't have to feel sorry for these people--42% of them (almost half) were making more than a teacher started at in Pennsylvania at that time after four years of college. When teachers were starting at $3,600, one fellow was making $7,800 and quite a few were in the $5,000 - $6,000 bracket, and that was a number of years ago when salaries hadn't inflated like today.

One other thing that impressed many people was their marital histories: 55 of the 100 were married; only 3 had been divorced. The 55 hadn't married former special class pupils either (only two did); they tended to marry high school graduates or those who had attended two or three years of high school. They didn't tend to raise a whole houseful of equally retarded children, as our armchair critics have often predicted. The 55 marriages had resulted in 74 children; 17 of these were old enough to be in school and all had taken I.Q. tests. Only one of the 17 had an I.Q. below 85 which was the highest I.Q. of any of the 100 subjects. The highest I.Q. of the 17 children was 132 and right next to that was a 130--both in the gifted range. The mother of the 132 I.Q. was a registered nurse. These young adults were employed, earning a living, establishing homes, raising families, being a neighbor in their community, attending churches, and contributing to community charities. By what criteria could we label them as retarded now?

In order to give our present students the best curriculum and most realistic preparation for life, we studied the jobs currently held by these former pupils as well as their former jobs. We were interested in determining what qualities of personal, social, occupational and academic training were needed for success on these jobs. It proved to be a very interesting and educational adventure for me and one which I would insist that every special education teacher ought to have. This gave me the first-hand knowledge of, and feeling for, the skills, tools, knowledges and qualities needed on these many unskilled and semiskilled jobs which make up the great majority of the working world. I was shocked, but this has been confirmed many times now, at the extremely limited book knowledge required for successful performance of these 100 jobs: 1/3 of them required no reading whatsoever, and only second and third grade were required for the remainder; 70% of the jobs required no writing whatsoever except for signing the paycheck; 95% of the jobs required less than fourth grade arithmetic. The employers were quite impressed with the personal qualities of these workers, especially their effort, punctuality, dependability, speed of working, and courtesy. These you will recognize as the same undesirable characteristics of the school age retarded child. The employers said they liked these employees so well that if they could help the school to train more like them, they would be glad to do so and would then hire them when they had graduated. Interestingly enough, the employers did not regard or identify these adults as retarded--only as dependable, desirable employees.

Now--all of this successful adjustment had resulted with NO planned school curriculum to prepare them for this success. What might they have become with a good school preparation and tailor-made curriculum to meet their adult needs? Since this question really burned in our minds, we planned one and tried it out. It is called "Occupational Education in the Altoona Senior High School" and it was largely dictated by these past special education students.

The retarded adults in Dr. Dinger's study made many suggestions as to what they felt were the needs, skills, knowledges and attitudes which the school should have taught to them while they were still in school. They pleaded that retarded children currently in school should definitely have certain needs anticipated and prepared for. Their voices have been blended and re-worded slightly, but the themes are theirs:

Using Banking Services

We have to use these, but we didn't know how or what to do, we looked pretty dumb to the bank people. The sugar bowl just isn't the answer to our money problems. We can be equal to the rest of the people in using these services, if you would just teach us.

Job Opportunities and Employment Procedures

This, plus the aptitude testing, will help us eliminate the idea that we will all be nurses or automobile mechanics and that the world is just waiting to give us all high level jobs. Tell us what kind of jobs there are in this world and how we go about getting them, so that we can compete with the high school graduates and make the grade. We sit around too much of the time wondering how to get a job, what to say to the man who is the boss in a white collar and a suit. Help us to be able to sell ourselves and our abilities.

Dating, Engagement and Preparation for Marriage

We see too many failures and too many problems; we just don't know how to act or talk around girls and boys when we are in school. No one ever tells you what to do about getting engaged or married; you just find out for yourself the hard way. Too much separation, divorce, misery. Tell us about the licenses and the tests and where you can get married. Tell us how to keep an argument from getting into a fight and how to keep arguments from developing over money, sex, the kids, cooking, in-laws, and all those kind of problems. You can't ask your friends or relatives for the answers to these questions; they don't know the answers, or you don't feel like asking them. This is a job for the school.

Family Health

No one ever told us what to do when the baby got sick, or how to prevent illnesses and accidents in our young children and our home. We sure learned the hard way, but it's expensive. We never found out what kind of agencies there are to use until it was too late--all those things set up by the government to help us, and we don't know about them.

The Fundamentals of Insurance

We're sick of insurance salesmen stopping at our house all the time. They hard sell us and we don't know what or how to talk back to them, and we don't understand what they are saying to us. It costs an awful lot of money to make a mistake and sign up for some kind of insurance and then find out we cannot afford it or that it was a bigger policy than we should have had. Who do we turn to for help now?

Transportation Techniques

Who ever thought I was going to take a bus to New York or Harrisburg or some place. I had to when there was an emergency when somebody died, or got sick or had to go for a job. Who ever thought I'd ride in an airplane. Boy! We sure wish that school would have taught us more about these kind of things.

Budgeting Techniques

Our money goes out so fast that we don't know where it went. There wasn't much to start with I guess. What would we ever do in an emergency like if I'm layed off, or if my wife gets sick. Just putting some money in those cookie jars or coffee cups isn't the whole answer to making money stretch from one payday to the next.

Military Service

Is this a good training place? Am I able to get into the service? What will it do for me? Would they take me? Would they train me? Would they teach me anything I could use as a job career after I get out of the service? How can I know for sure?

Shopping Techniques

How could I make our small weekly budget stretch for enough food, clothing, and all the other things that we have to buy? How can we save enough money by shopping so that we will have some left for emergencies and improvements on our house or apartment? How can we keep from getting "gypped" by some of these sales and fancy advertising? It looks good when you get it, and it falls apart when you get it home.

City, County and State Agencies

Who can help us understand these various agencies, bureaus and organizations that are set up all over the city, county and state? What are they supposed to be doing for us? What do you have to do in order to get their help? Is it just charity they are giving us, or is everyone entitled to use them? I wouldn't go to most of them because I've never been there and I'd be afraid of what they might ask me. They might embarass me even more.

Credit Buying

Everybody has to buy on credit. I wonder how much they really cheat you when you buy on credit. I think they make it cost more. There are lots of things you can buy on credit. I think that once you start, you buy too much and then you're really stuck; you can't pay and they come to take it back. Maybe it would be smarter if we paid cash for everything, but then we couldn't buy anything. What happens if you buy on credit and then they come to take it away because you've lost your job due to sickness. That's pretty embarassing too, and you lose all that money.

Renting and Purchasing of Housing

Boy, they never told us anything about this in school. How do you find a real good, cheap apartment? How do you know what all that stuff in the lease means? Is it better to rent a house than an apartment, or should I be spending my money to put toward payments and buying a house? How do you decide these things? What do you do with a landlord that gives you all kind of trouble and won't fix anything that's broken? Those are problems.

Grooming

Everyone can look better, I guess, than they do. I wish someone would have told me how or made me look better when I was just a kid in school. Nobody ever took me to a beauty parlor or tried to help me pick out the best looking clothes for me. How do you pick out clothes that will last and that will look good for a long time while you are wearing them? This is sure an important thing, because the way you look and the way you think you look makes a big difference in how you feel and how you act.

One of the major unmet needs of the secondary E.M.R. student is that of an adequate, indepth, realistic program designed to enable them to become effective, happy homemakers.

I know of no 12-year training program for the job of homemaker. I know of no preparation for the many, many diversified tasks, roles, decisions, problem-solving and frustration-meeting experiences which these girls are all going to have to face. Oh, sure, we give them a course in sewing or cooking or perhaps even child care (a semester of each, two days a week) but these certainly are not the total answer to the preparation of an adequate homemaker. We need teachers who can think about and teach about the emergencies of daily life, even in your own lives--the emergencies of sickness, accidents, financial crises, the pressures of time and heavy work loads. I recently had a class in curriculum development do a little bit of thinking about this problem, and they came up with a list of 28 major headings or roles. Each of these would maybe have a whole page of sub-headings for teaching which ought to be somehow incorporated into these girls before we let them go into the adult community. They included in their list such aspects as cooking, sewing, shopping, child care, family health, mental health, acting as a social being, as a neighbor, guest, and hostess. Learning how to keep a home attractive; handling the home finances in purchasing, credit buying, making loans; the pressures of life in terms of social pressure, the pressures that children exert on a parent, and the work load which is so hard to cope with; learning what sources of help are available to her in the community; the grooming aspects, the laundry aspects; the securing of housing; sex education for herself and for her children; budgeting of time and of money; transportation for her children and herself; being able to help her children with their education; developing the right moral social values for herself and for her children; pet care (believe it or not); gardening; how to deal with the older parents and relatives in her home; the working wife and its problems and benefits; the social-recreational side of home living; coping with the major appliances including selection, buying, and their operation; the civic duties and opportunities to serve one's fellow man; the insurance problems of the home--the medical, home, automobile insurance, etc.; maintaining a safe and healthy home. The list goes on and on, and this is only a slight dent in the total job analysis of what a real live homemaker has to cope with in order to be marked adequate. I had a couple of real good ideas suggested in our class for ways to approach this homemaking training for girls. It was suggested that the school district might rent, buy or lease a home that has a lot of work that is necessary to be done on it. The boys and girls could then fix it up, repair it, paint it, furnish it, and they would experience the daily living problems of cooking, sewing, laundry, have some small children visit there to be taken care of, even down to the fine points of having salesmen stopping at the door and high pressuring them to buy magazines. I can hear some of you in the back of the room saying, "Boy, that's not practical, it is not usual." I say to you, Special Education is indeed not usual education, it must be very special: our techniques, our methods, our materials must be special, must be life-like, and must be geared to train boys and girls to be what we want them to be--adequate adults.

Competencies

You will recall the competency studies of the 1940's by Romaine Mackie and Dr. Lloyd Dunn in which a national survey was made of teachers and supervisors of Special Education in all areas of exceptionality. The weighted priority ranking of the teacher competencies and skills were presented in their summary publications. In developing the Special Education Teacher Training Program at Slippery Rock State College, we analyzed all of these data and tried to find ways to incorporate didactic and experiential methods by which we could anticipate that these skills and competencies would be evidenced in our teacher graduates. G. Orville Johnson in 1962 said: "It is indeed paradoxical that mentally handicapped children having teachers especially trained, having more money spent on their education, and being designed to provide for their immediate needs should be accomplishing the objectives of their education at the same rate or at a lower level than similar mentally handicapped children who have not had these advantages and have been forced to remain in the regular grades."

We are going to attempt to indicate a number of competencies which we feel a successful teacher of Special Education must have in order to correct this tragic status of Special Education classes for the mentally retarded.

Before beginning a listing of these competencies, we would like to state the first priority of any teacher of mentally retarded children is that he must care about doing the superior job in preparing the secondary educable mentally retarded pupil for a successful adulthood. Unless this absolute dedication to this task is truly a part of this teacher, all of these following competencies will result in extremely limited success. The following numbered competencies are not presented in any priority ranking, but rather an attempt to give a perspective of the types of skills necessary in the adequately prepared teacher:

1. The ability to communicate - To communicate both in writing and verbally to Supervisors, Administrators, Parents, Pupils, Employers, etc.
2. The ability to work on a team - The skills of diplomacy and leadership and gaining the best ideas from each of the other team members. The classroom teacher just can't do this job alone.
3. The ability to individually apply individual prescriptions to all pupils in the class - We must go away from the "herd concept" and begin looking at individual pupils with their strengths and weaknesses and individual needs.
4. The ability to use an aide - The trend is to have these people available, but very few teachers seem to understand how to select, utilize and supervise these assistants and to gain the best possible service from them.
5. Pre-vocational backgrounds - Our successful teacher should have had a working background in the semi-skilled and unskilled positions of the community which will permit him to present a valid pre-vocational training experience for his students.
6. The ability to choose and use the "hardware" of teaching - Too many teachers are still just talking as their only method of instruction. There is so much technology available that is so often unused due to teacher inadequacy.
7. The ability to live in and function in various school environments - Our teachers need to be knowledgeable about culturally deprived areas, about strict administrators, about administrators who have no structure to their school system. All schools are not Eutopia and too many teachers are prepared believing that they are.
8. To know the global and specific goals of education for the Educable Mentally Retarded and the varous routes to reach them - This is really the basic question of curriculum development. What do you really want to teach these children and how can they go about accomplishing our goals.
9. To be able to give a rationale for one's professional activities in the classroom - We need to be able to explain why we are doing what we are doing with our pupils. Too often teachers simply fill up time rather than having a meaningful plan and a prescribed methodology for accomplishing the plan.
10. The ability to observe and record behavior - Our teachers need to really be perceptive, to understand that which has been seen in the behavior of their students. They need to understand the significance of the

messages transmitted by student behavior, speech, mannerisms, gestures, etc. They need to be able to record this information for long range and comparative purposes.

11. The ability to change a child's interpersonal and academic behavior - We need to have our teacher knowledgeable about such techniques as operant conditioning, contingency management and various methods of effecting classroom behavior.

12. To utilize professional and non-professional personnel to their fullest potential in the program - The teacher should be a member of and probably the chairman of such a team who should or could influence the learning and behavior of the class. This would include such professionals as the psychologist, supervisor of special education, guidance counselors, etc., and non-professionals such as the bus driver, cafeteria workers, secretaries, janitors, etc.

13. To be able to provide consultative services to other teachers - Our teachers should be able to communicate meaningfully to regular and other special education teachers as well as administrators, concerning the nature of mentally retarded children and ways to help these children in regular or special classes at an elementary or secondary level.

14. To derive the direct applicable information to improve one's program from the past and current research literature - To have a feeling that journals can be helpful. To be able to transfer the information found in journal articles to one's own program, to be able to find what is significant in the current literature.

15. To be able to demonstrate the essential and analytical evaluational skills - We must have a highly effective system of evaluating short term and long term learning in our pupils in order to have a follow-up and feedback function take place in our curriculum.

16. To be able to advise and counsel students relative to personal and occupation goals - We need to teach the psychological skills of how to build rapport and to lead pupils to insight and solutions to their problems.

17. To be able to fully utilize the available, supportive services and agencies of the community - There are many potential sources of help, but the typical teacher does not know how to identify, communicate with, and effect their help in the total planning and teaching of the retarded children of his class.

18. To be able to place, supervise, and solve the situational problems of students in practicum situations - Teachers need to have the competencies to establish work study programs both in school and in communities. There are many specific techniques such as job surveys, public relations and communication with businessmen which need to be learned prior to successful operation.

19. The ability to plan and implement a curriculum based on behavioral objectives and to be able to use those curriculum guides now available - Major cities are trying to adopt or create curriculum guides throughout

the nation. There is a general apathy, however, among teachers because of their inadequacies in teaching from a curriculum guide. This is a skill that needs to be taught.

20. To be able to sell a program, courses, and pupils to administrators, parents, etc. - This is a real public relations program in action and one which needs to be taught in considerable depth before our teacher is ready to realize his full potential.

21. To be able to conduct a quality, comprehensive, public relations program - It is not enough to know what should be done, but the teacher must also know how to go about implementing the public relations program to gain the fullest support of all community sectors.

22. To be able to devise a homemaking curriculum for girls and boys - This is one of the most vital aspects of our total secondary program for the retarded. It is not enough to prepare boys and girls for cooking, sewing and child care when current research shows at least 28 roles played by a typical homemaker rather than just these three. This is going to have to be a major part of the secondary curriculum if we are going to have a successful adult.

23. To be able to prepare and implement an occupational training program for boys and girls - In grades 1 through 12 we must have a sequential, gradually increasing emphasis on the development of the personal, occupational and social skills which will permit the young adult to be able to successfully assimilate into the working community.

24. To be able to conduct a quality control system involving the follow-up and feedback procedures - Industry has preceded education by many years in developing this continual checking on the quality of the finished product and on the product as it is being assembled throughout the manufacturing process. Every Special Education teacher must check constantly as to the adequacy and thoroughness of the learning which she is responsible for as a retarded pupil moves from grade 1 through 12. All must be checking on the adequacy of functioning of the graduating adult of special education.

25. To be able to secure additional funding necessary to provide the total quality aspects of the program - Local and state funding of Special Education is never enough to provide all of the desirable supplies, equipment, etc. which the special education teacher should have. The successful teacher should know how to insure that the additional funds which are necessary for the quality aspects of his program will be forthcoming.

26. To be able to solve the many unpredictable problems inherent in a program of this type - We need to teach problem-solving techniques via the "games approach" or other problem solving approaches.

27. To be able to work as a member of a team of multi-disciplinary backgrounds - The typical special education teacher has never had the opportunity to work with other team members, but he should be knowledgeable about how to do this and about how to recruit the assistance of other disciplinary professionals.

28. The ability to serve effectively as a classroom manager, producing a conducive learning environment - There are too many classrooms in which the learning environment is one of chaos, apathy or other detrimental values. The teacher needs to have a firm concept of the standards which are necessary and able to be demonstrated by the retarded pupils in order to achieve at their fullest potential during their school years. Most successful teachers have poor classroom management as their basic shortcoming.

29. The ability to understand, empathize with, and cope with the cultural deprivation and ethnic differences which many of these pupils come from - The beginning teacher needs to be able to appreciate the attitudes, vocabulary and value differences which can exist as a result of the above factors. Attitudes toward work, aspirations, and general motivation to succeed are very different for some of these people.

30. To be able to self-analyze one's own teaching performance and to reflect improvement in it - This is an extremely difficult thing to do, but can be continually up-graded by intelligent use of video tape, audio tape, self and peer observation, and judgment on the adequacy of teaching techniques.

31. The ability to use an advisory panel composed of peers, parents, pupils, consumers of our product, administration, etc. - We need to be able to try out ideas, to get input from other perspectives and to force ourselves as teachers to explain our planning and approaches and results. Having an audience to respond to these makes us much more expert in our teaching.

32. The ability to fight lethargy, defeat any obstacles placed in the path of progress - Our successful teacher must have the drive and perseverence to prevent the status quo from becoming his acceptance level of teaching. Our teacher must be unwilling to accept defeat or failure as the final answer to such obstacles when the education of his people is at stake.

33. The ability and desire to insist on quality rather than settling for mediocrity - This is opposite to today's trend of unskilled and professional workers; everyone seems to be willing to produce the least possible for the most personal reward. This is a trend which must be counteracted.

34. The ability to serve as an effective counselor of parents and pupils in order to secure their greatest motivation and participation in this mutual training task - The teacher must be reminded that this is the parent's child and that the parent and teacher are working jointly to achieve adult success in the pupil.

35. The ability to effect harmony and progress in the various groups of people related to this program through the use of group dynamics - Our teacher must be skilled in eliciting the interest, participation and harmony among the administrators, parents, employers, other teachers and pupils as he seeks to gain the necessary cooperation and participation of each aspect of each of these participating groups.

36. The ability to develop effective standards for the pupils, parents, teachers, and others and to enforce and secure growth in behavior towards satisfying these standards - If the classroom teacher cannot define and reduce to written form the standards that he expects from each of these groups, then he has no right to expect them to be demonstrated. Conversely, if he does know what he wants, he is most likely to have these standards met.

37. To utilize the resources of the community in the implementation of the total program - The successful teacher should never teach anything in the classroom that he can teach outside the classroom, i.e., the real life situation is by far the most meaningful to our pupils and should be utilized at every opportunity. It is an art to know what and how to use the community most effectively.

38. To be aware of the life cycle of the mentally retarded rather than either of the several segments that typical special education teachers come in contact with - Too many times the elementary teacher never sees a secondary pupil and vice versa. Our successful teacher should know the mentally retarded pupil at pre-school, elementary, junior and senior high and young adult age levels so he is fully aware of the changing abilities and success pattern of this person.

39. To develop a warm, friendly personality inside a well adjusted person - The successful teacher cannot be a withdrawing or hostile, aggressive type of person in order to successfully accomplish the competencies mentioned above. Somehow our teacher education program should attempt to mold the future teacher into this warm, friendly personality type.

40. Developing a sense of knowing when and how and who to ask for assistance before a problem becomes a crisis - Too many teachers fail to do this and the results are frequently a series of crises where small problems were previously. Teachers need to be taught that asking for assistance is a mark of intelligence rather than weakness.

41. The successful teacher should be able to develop a post school program and be able to motivate the young adults to return for additional schooling as they become integrated into the adult community - Our boys and girls in secondary programs for the educable mentally retarded are at an optimum age to learn just as they leave the secondary school. They become aware of the problems in the community as they enter into it and they must return to the school for the solutions to these problems if they are to be as successful as possible as adults.

SECONDARY PUPIL NEEDS AND TEACHER COMPETENCIES

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This paper will attempt to provide one perspective of what the needs of secondary level educable retarded are and what teacher competencies would be most relevant in meeting those needs. The first section will deal with ways of viewing pupil needs and the second section will propose the competencies which are crucial for teachers in attempting to meet their pupils' needs.

Adolescent Retardate Needs

A discussion of the primary needs of the adolescent retardate hinges on one's definition of adolescence and mental retardation, but I would prefer to avoid getting into that problem. For the purposes of this paper, adolescent retarded pupils will refer generally to those pupils now enrolled in special education high school work-study programs. This definition assumes that all pupils assigned to high school work-study programs are in the adolescent age range but makes no assumption that the classification of retardation is appropriate or justifiable for all.

Primary needs of adolescent retarded pupils are the same primary needs of all humans. The heirarchy of human needs proposed by Maslow (1962), physiological needs, safety needs, love and acceptance needs, esteem needs, and self-actualization needs, has been cited for years as a theoretical model for considering the basic needs of all individuals. Viewing this heirarchy from the perspective of the retarded, no primary need appears to have been omitted or included inappropriately. Similarly a list of basic human needs presented by Cole & Hall (1964) in Psychology of Adolescence presented no unique needs for the "average" adolescent that would not be appropriate for the "average" adolescent retardate. They did get much more specific than Maslow and suggested some thirty-eight specific needs under six major need areas. These needs included:

A. Striving for Physical Security

1. Need to stay alive
2. Need to avoid danger
3. Need to relax
4. Need to recover when ill or injured

B. Striving for sexual satisfaction

5. Need for heterosexual attention and affection
6. Need for release of tension

C. Striving for Love and Acceptance

7. Need to be loved
8. Need to feel secure
9. Need to have friends
10. Need to be popular
11. Need to belong to groups
12. Need to please others
13. Need to be praised

D. Striving for Status and Recognition

14. Need to have and keep positions
15. Need to be a leader
16. Need to follow a leader
17. Need to control others
18. Need to protect others
19. Need to imitate others
20. Need to have prestige
21. Need to be accepted
22. Need to escape blame

E. Striving for Intellectual Life and Creativity

23. Need to conform
24. Need to express oneself
25. Need to seek stimulation
26. Need to think
27. Need to acquire facts
28. Need to imitate others
29. Need to organize
30. Need to find explanations

F. Striving for Realization and Improvement of Self

31. Need to grow
32. Need to be normal
33. Need to overcome handicaps
34. Need to work toward a goal
35. Need to be independent
36. Need to oppose others
37. Need to resent coercion
38. Need to find oneself

It must be remembered that suggested needs such as these for any group remain largely theoretical and acceptable behavioral data are needed before any instructional objectives should be set with any authority or confidence.

The problems in obtaining empirical evidence regarding primary needs are many and it is suggested that as long as planning is to be based on hypothesis, conjecture, or theoretical constructs, there might be more specificity and agreement if secondary needs were considered. Primary needs are typically stated in such broad terms that their generality preclude any specific response. In order to satisfy the charge given me, however, the following primary needs of adolescent retarded youth are proposed:

1. Need for self-acceptance
2. Need for peer acceptance
3. Need for adult acceptance or approval
4. Need for some type of outlet for self-expression

A clarification of each of the above suggested primary needs might help to focus on areas that could be expanded to secondary needs later.

Need for Self-Acceptance

The need for self-acceptance may be more of a sub-conscious need with adolescent retardates than a conscious need, as they may never verbally indicate such a need. Self-acceptance embodies the ideas inherent in the popular terminology of "search for identity," "self concept," "positive self regard," and others that have attained some degree of professional acceptance. The term itself is too general for real meaning but specific behaviors could be defined as acceptable indicators of this need which alleviate some of the "spookiness" alluded to by some of our behaviorist colleagues.

Need for Peer Acceptance

Adolescent culture is nearly always described with some reference to needs for peer acceptance as indicated by their tendency to form cliques, gangs, clubs, teams, etc. To apply this general need of adolescents to a particular group of adolescents, i.e., the retarded, there is the problem of determining which peers are sought out for acceptance. The word peer has gone beyond the definition of someone of equal rank, ability, or status to include equal age, grade placement, or situational participant. A clarification of this is needed if we are to concern ourselves with meeting such a need. For example, the teacher needs to have competencies that would help him differentiate among fellow workers on the job to determine which ones are critical for satisfying this need or whether it is not particularly a critical need at a given time. Judgments and decisions regarding the participation of special education pupils in regular classes, and extra-curricular activities are based on a consideration of this particular need also.

Need for Adult Acceptance or Approval

This need may be more of a function of our needs as adults than it is a need of adolescents. That is, we need to feel we are needed. It may be closer to the truth that adolescent retardates need acceptance and approval as positive reinforcement for behavior from any one and have found it in some adults more frequently (and more explicityly expressed) than they have in peers or younger groups. As educators, we like to think they need our approval and acceptance, but they may have been conditioned after years of unhappy school relationships to find this in other adults outside of the school. At any rate, this need is not to imply that adult acceptance and approval is limited to school staff and one competency of a teacher would be to recognize that.

Need for Outlet for Self-Expression

To talk about "doing one's own thing" is a cliché now, but the concept is the same as this suggested need. The qualification that I would make is that the outlet for self-expression is not only reinforcing to the adolescent retardate (and thereby involved in self-acceptance) and socially acceptable to his peers but also has "some redeeming social value." It is at this point that we have to recognize that values enter into many of the suggested needs basic to all humans. What we are saying when we qualify a need for self-expression is, "You need to do it in a way we approve, or we will make life so miserable for you that you will learn to need to do it our way." In making such a value imposition we decide for the good of the majority over the freedom of the individual and thus perpetuate our social mores and cultures. Schools have long had to resolve this continuing conflict and teachers need competencies in recognizing the situation and dealing with it.

It is in response to the need for socially acceptable outlets that a list of secondary needs becomes appropriate and much more tangible to consider. On the basis of current literature, the following secondary needs are presented as competencies needed by adolescent retardates to develop outlets for self-expression:[1]

1. Self-help and management (Lovitt, 1970)
2. Driver skills (Edgerton, 1967)
3. Marital integration and compatibility (Edgerton, 1967)
4. Initiative and risk-taking skills (Sengstock, 1968)
5. Skills in meeting legal and civic responsibilities (National Commission, 1969)
6. Understanding of sexuality and appropriate sexual behavior (Edgerton, 1967; Gazaway, 1969)
7. Home and child management (Gazaway, 1969; Goro, 1970)
8. Budgeting and consumer buying (Edmonston, Leland, & Leach, 1968)
9. Recreational skills (Goro, 1970)
10. Mobility skills (Coles and Piers, 1969)
11. Skills in basic employability
12. Use of community resources
13. Functional use of academic tools

Given the above pupil needs, we are on more familiar ground in planning for teacher competencies in a training program. However, it is obvious that the secondary needs of adolescents in work-study programs vary significantly in some areas due to differences in metropolitan-rural environmental demands, ethnic and cultural backgrounds, vocational and social aspirations of parents, socio-economic differences, and educational experience. Competencies needed by teachers of one group of adolescent retardates may be different than those needed by teachers of other groups, although many needs are similar. Perhaps it is due to the overwhelming diversity and range of needs found among adolescents in work-study programs that there exists a diversity and range of competencies required of teachers and manifested in job and role descriptions.

Teacher Competencies

There has been considerable speculation about the role of the secondary teacher for the retarded, especially by those who find it their responsibility to employ such personnel and those who are trying to develop training programs to prepare them for such roles. As yet, the potential employers have not pressed for special certification requirements and universities have not moved very far in outlining proposed programs that would claim to be models for meeting the training needs of secondary personnel. As a result, schools are basing their employment selections on "intestinal-level" impressions about specific unfilled positions and applicants for them and universities are offering courses primarily on the basis of available staff (not necessarily qualified or interested staff) and demands for training by people already in the field who need help.

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[1] Credit is given to Mr. Dennis Knapzyck, doctoral student at Kansas University, for compiling the majority of these needs

Much of the lack of guidelines is a consequence of no careful studies of work-study programs that measure exactly what the teachers' tasks are, how often each are performed, or upon what rationales their job descriptions are based. About all we have are collections of job descriptions, most of which describe the typical responsibilities of the bifunctional teacher or cooperative teacher-external as described by Younie and Clark (1969). The following list summarizes some of these job descriptions:

1. Screening, evaluating, and approving all referrals to the program.
2. Planning and implementing secondary curriculum.
3. Teaching and coordinating all instructional activities.
4. Evaluating occupational readiness.
5. Correlating classroom experience with work experience.
6. Planning and securing on the job training situations.
7. Supervising on the job training situations.
8. Counseling pupils and parents on social, personal, and vocational problems.
9. Securing or assisting in securing job placements.
10. Serving as liaison person between the school and the state vocational agency.
11. Maintaining school and work evaluation records.
12. Interpreting the work-study program to school personnel and the community.

Again, it must be emphasized that such a list reflects little in the way of formal study of who secondary personnel are or what they do, but rather represents a series of educated guesses based on the personal experiences of writers in the field of general special education (Gallagher, 1963; Kokaska, 1964; Kolstoe & Frey, 1965; Shawn, 1959, 1964; Syden, 1962, 1963).

The problems in using such a list as base for planning a training program for secondary personnel need to be re-stated often to prevent training institutions from falling into the trap of providing coursework and experiences solely on the basis of job tasks and competencies expected for those tasks. First, the above list does not accurately describe two types of professional roles now found in many high school work-study programs, the cooperative teacher-internal and the prevocational coordinator or work placement specialist. Since mention has been made up to this point of four different types of secondary personnel, it might be helpful to clarify these four roles. Younie and Clark (1969) described the four roles as follows:

1. The bifunctional teacher is an educator and rehabilitation counselor in one. He divides his time between teaching and placement. His use of outside agencies is primarily to support his own activity

and not for discreet referral. His total responsibility is to the school.

2. The cooperative teacher - internal is primarily an educator. He teaches and provides his school team counterpart, the prevocational coordinator, with information necessary for effective vocational planning. He does not contact outside agencies directly. He would work on a team with an external cooperative teacher or a full time prevocational coordinator. His functions are teaching and evaluation and his total responsiblity is to the school.
3. The cooperative teacher - external is primarily an educator. He teaches and makes extensive use of outside agencies to whom he gives full responsibility for counseling and placement. His responsibility is divided between the school and the cooperating community agencies. His primary role would be in teaching and referring students for DVR services. Another situation might be one in which he works alone in the small district or rural cooperative in which he utilizes outside agencies and depends upon them for the major efforts in counseling, placement, and supervision.
4. The prevocational coordinator is concerned with both the educative and habilitative functions but gives the latter greater attention. His educative functions will be directed toward coordinating the course of study with the work experience aspects of the program. He has released time from school to devote to job placement and counseling of students and parents. He works closely with outside agencies, usually DVR, and secures services for each of his students to supplement and support those of the school. He usually will work with an internal cooperative teacher.

A second problem is that job description lists are not necessarily based on a careful rationale of why the staff in a work-study program is expected to perform such tasks. The Stout State proposal is especially strong in its attempt to begin its planning on the basis of pupil needs. Reviewing the above job description task by task, in light of perceived pupil needs, one is hard pressed to justify each as a primary task competency for primary eds. A training program that emphasizes the development of competencies that are only indirectly related to pupil needs may be focusing on roles and tasks more removed from the basic tasks, e.g., pupil needs, than is desirable.

A third problem relates to an interaction or compounding of the first two. This is the problem of assuming that the typical tasks ascribed "the" secondary teacher are typical of all high school work-study teacher and that they relate to the needs of all high school work-study pupils. As mentioned previously in the first section, pupils in work-study programs are not homogeneous and their secondary needs vary according to a number of variables.

Thus, the training model of training for competencies for current roles can be professionally hazardous and scientifically naive and pursued only, if at all, with the understanding that there are basic problems that require consideration based on research. Until more evidence is available regarding alternatives, however, it remains as one approach.

It is difficult for me, at present, to conceptualize a training program which could honestly claim to prepare a bifunctional teacher. It is suggested that the role expectations of the job description list above defies the reality of the potential of most persons as well as his preparing institution. For example, the personal characteristics and professional competencies which are commonly considered essential or highly desirable in secondary teachers who are in roles demanding academic instruction and prevocational coordination skills are:

1. Employment experience, preferably in the service occupations.
2. Teaching experience, preferably in special education, vocational-technical education, or trade training.
3. A sincere interest in working with the academically less able student.
4. Personal characteristics that will elicit respect and confidence with less able students and communicate acceptance of self and others.
5. A knowledge of vocational aptitude and potential.
6. A knowledge of the academic demands of the jobs typically performed by the mentally subnormal.
7. An understanding of adolescent personality and the ramifications of mental retardation on personality development and social adjustment.
8. Competency in education and/or vocational diagnosis and remediation.
9. Skill in counseling on personal and social problems.
10. A desire or willingness to expand the classroom into the community.
11. An ability to elicit and maintain cooperative relationships with school and community resources.

Admittedly, there are those who have the talent, skill, and motivation to succeed in any role, regardless of the demands. For those few, the world is grateful. To be realistic, however, most of us function much better in positions that basically capitalize on one set of interests and skills. For that reason, I have taken the position that secondary work-study personnel should be trained under two separate, but overlapping, training programs for the classroom cooperative teacher and prevocational coordinator.

It is somewhat defensible, although certainly very experimental, to propose an educational sequence that will prepare internal or external cooperative teachers. This program should assume that its graduate may fill either type of teaching role and prepare them adequately by providing many different types of practicum experiences. Based on what is known of the secondary school teacher's role and taking into account the competencies expected of them, it is proposed that the preparatory program include attention to the following contents:

1. Courses and field experience in mental retardation and rehabilitation.
2. Attention to the psychological development of normal and retarded adolescents with particular attention to socio-cultural factors and communicating in human relations.
3. A study of the adult adjustment of retarded individuals and the factors involved in adult adjustment.
4. A study of the application of behavioral principles of learning.
5. A study of diagnostic techniques for the classroom.
6. Study of the rationale for and techniques in developing a curriculum for a school work-study program.

7. Opportunity for study in industrial arts, homemaking, family living, and health and safety.
8. Exposure to job analysis, occupational information, occupational evaluation, and any other content which will aid in gaining feedback for use in curriculum development and aid in evaluation.
9. Courses providing a thorough grounding in the content and techniques of the academic areas with particular emphasis on fuctionality and remediation.
10. Courses in the planning, preparation, and evaluation of curriculum materials to be used with the mentally retarded at the secondary level.
11. Practical experience with a master teacher at the high school level with the retarded.

While emphasis on the various individual topics mentioned will vary from program to program depending upon the interests and skills of the college personnel involved, there should be no variation in the overall emphasis, which is to prepare a superior teacher whose primary skills are educative. This program could be at the undergraduate or graduate level with students who are interested in secondary level teaching, or it may be very useful to teachers who are already certified, and thus have a base from which to expand their teaching experience with the mentally retarded. The teacher must always teach in a practical manner and keep foremost the goal of vocational preparation. As part of this process, however, he must continue to maintain his educational direction and not dilute his effectiveness by assuming roles that he cannot hope to fill effectively. Academics, as traditionally taught, cannot be expected to provide an effective medium for the vocational preparation of the retarded. Academics that are creatively taught and combined with rehabilitation objectives are the basis of any adequate school program and cannot be discarded as long as the school remains the center of training.

The prevocational coordinator serving as the other team member on the school team with the internal cooperative teacher assumes the tasks and responsibilities previously cited which are pertinent and directly related to vocational planning and training. This position requires emphasis on bridging the gap between school and work and, as such, demands an understanding and commitment to both rehabilitative goals. However, the responsibilities as a team member would necessarily be directed toward rehabilitative functions. These functions are not unlike the functions of the vocational rehabilitation counselor of community agencies.

The prevocational coordinator, whether he is known as the prevocational counselor, vocational adjustment coordinator, or any other title, represents the school in a rehabilitative function. Whether he is working with students under the supervision of a vocational rehabilitation counselor or working in mutual cooperation, the responsibilities of vocational counseling, evaluation, job placement, and work with outside agencies make this position more comparable to a rehabilitation counselor than a teacher. On the basis of this comparison, it is suggested that most of the training for such a position be more like that of the rehabilitation counselor than of the teacher and that it be designed for the graduate level. However, these persons should be trained in close contact with the educators with whom they will work. They may take common courses and participate in other activities to foster mutual understanding. The following training suggestions are proposed as desirable for prevocational coordinators in high school work-study programs:

1. Courses and field experience in mental retardation, special education, and rehabilitation counseling.
2. Training in understanding of the psychological development of normal and retarded adolescents with particular attention to socio-cultural factors and communicating in human relations.
3. A study of the adult adjustment of retarded individuals and the factors involved in adult adjustment.
4. A study of the application of behavioral principles of learning.
5. A study of what constitutes special education and the role it plays in the educational-vocational continuum.
6. Exposure in depth to public relations and organization and administration of education, rehabilitation, social welfare and other community and private agencies.
7. Exposure in depth to job analysis, occupational information, occupational evaluation, and other subject material which will aid in job placements or for use when teachers request information which they may use for curriculum planning.
8. Courses and field experience in testing and evaluation, with special emphasis on the vocational assessment of the retarded.
9. Courses and field experience in counseling and guidance of retarded youth and their parents.
10. Exposure in depth to laws pertaining to work.
11. Practical experience or internship with a master rehabilitation counselor for the mentally retarded in a cooperative school setting or prevocational coordinator.

In the final analysis, all personnel involved in high school work-study programs should receive preservice and inservice training which will improve their competencies. As many of the tasks and responsibilities overlap, so should the training, so that both groups gain a common perspective, develop mutual understandings regarding roles, and establish cooperation and communication during training. In addition, overlapping training would require fewer staff. In spite of the commonalities in desirable competencies and training, however, the roles remain unique enough to take the position that they should be recruited, selected, and trained as two different groups and not attempt to combine both roles into one "jack-of-all-trades" specialist. The possibilities for skill training in depth in both roles is most appealing to me as each has too much to offer to the other to allow its strength to be diluted.

It is my opinion, at this point in time, that the desirable preparation areas described previously for the classroom teacher in a secondary work-study program could prepare individuals for meeting some of the primary and secondary needs of adolescent retardates. A program drawn up along these lines could develop competencies that emphasize classroom instruction skills. It could also provide enough exposure and orientation to the job placement and counseling aspects to participate minimally and understand the cooperative relationships with other professional personnel inherent in their positions.

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THE PREPARATION OF SECONDARY TEACHERS OF THE MENTALLY RETARDED

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In writing this paper I found myself beginning with some degree of confusion. The material we received requested that a paper be prepared focusing, in part, on the competencies that secondary teachers must have in order to meet the needs of the retarded. On page four of the materials a rather comprehensive list of competencies for teachers of mentally retarded students was presented. Perhaps it would be simple and expedient to say that I agree with everything on page four, and then sit down. However, I do find something missing from the material, and that is how to convert the terms used into a meaningful program.

In looking over the literature review I noticed an interesting phenomenon. There were many comments made regarding programs for the retarded that seemed to provide equally meaningful guidelines for the preparation of teacher of the retarded. For example, on page two of the proposal, the last paragraph begins as follows: "The combined work-study program in which students spend part of the day or week acquiring work experience and specific job skills in the community is one of the most significant recent developments in the programs of rehabilitating the mentally retarded." This seems to be just as appropriate a method of preparing teachers of the same people. That is, whatever program is eventually decided upon should consist of experience concurrent with classroom work at the University. The specific experiences should parallel the objectives of the proposed training program.

There are, however, two kinds of experiences not inferred from the proposal. One is the world of work. It seems as if most teachers who are in positions to prepare the mentally retarded for successful existence in the world of work have never been there themselves. They go from high school into college, out of college into teaching positions, never having experienced what it is to work in anything more than a candy shop or their uncle's delicatessen. Perhaps one of the requisite experiences for someone in a program designed to prepare one to train the mentally retarded is to spend time on the kind of job one might expect the retarded to have, such as that of a dishwasher, a factory worker or some other position which would provide a real taste of what manual labor is all about.

The other missing experience is the world of our retarded students. Since a teacher assumes the responsibility of helping an individual prepare to exist successfully in the world, it makes sense that the teacher has some idea of what the student's world is. In most instances, especially in urban areas, the world of the student and the world of the teacher have little in common. Andyet many teachers go about the business of preparing students to exist in the teacher's kind of world, which just does not make sense at all. The teacher must develop an awareness, understanding and sensitivity of the world in which his students live. This can be done, in part by reading about the environment in which his students exist. For example, if the teacher is going to be working in urban areas with black students he should, as part of his academic responsibility, read books by Eldridge Cleaver, James Baldwin, Malcolm X and others who espouse the philosophies of at least a portion of the black culture. But the experience cannot stop there. If the teacher is really going to understand the world in which his students live, he has to get out into that world. He has to know, for instance, what it means to be a brain-damaged child existing in a family where the father is a lawyer, the mother is a teacher and the other children are on their way to college. Just having dinner with such a family might teach him plenty. If his students live in a ghetto, he would know what it means to walk at night through tenements, past dead rats, or be prepared to run, fight, etc., etc. Only when the teacher has a clear understanding of what successful existence in the students' world is, can he help prepare students to be successful in that world. And only after he has experienced some of that world will he come to realize that the ideals and values which govern his behavior are only one set and not the set of ideals and values.

Prospective teachers who are not willing to find out what life in a ghetto is all about should not be licensed to impose their ideas from another world on ghetto students. The same goes for us.

Other experiences which should run concurrently with course work include DVR staffings, classroom activities, placement interviews, employer-employee mediation, job station location, parent counselling and service club presentations.

It is quite amazing how the preparation of teachers of the retarded should parallel the preparation of the retarded themselves. The experience a prospective teacher obtains should be coordinated with discussions in class. This is the same for the pupil with whom the teacher will eventually work. For example, if the prospective teacher is studying behavior modification or other behavioral management approaches he should be working with kids somewhere, experimenting and trying out what is being discussed in class. The professor teaching the course should, as part of his responsibility, observe the student attempting to apply the techniques, and provide feedback. This is the same with the mentally retarded students for whom the job situation should be coordinated with classroom work.

An important decision related to the development of an effective program relates to the generalist-specialist controversy. It has been my experience that successful public school programs are usually staffed by persons with a very strong specialization in one particular area. Areas relevant to the program being described here would include such specializations as public relations skills for finding job stations, classroom skills related to the academic aspects of a secondary program, and skills related to pupil-teacher or group interaction. The point I am making is that, in addition to a comprehensive general program which encompasses the various areas described in the proposal, one facet of the program be to identify possible areas of concentration. In the second or third year of the program a student, after getting a good overview of the program, could begin preparing himself, in depth, for that particular facet which interests him most. Having the good general background in all aspects of secondary work education programs for the retarded and also having in-depth knowledge and skills in one particular area would put students in the strongest possible position for obtaining employment of their choice and really doing a good job.

There is another area of teacher competency that is mentioned in the proposal but is not described in depth, and that is specific techniques of training, instruction and evaluation. Within the last few years a technology for training the mentally retarded for vocational skills has begun to emerge. Research on behavior modification, such as that of Zimmerman and Crosson, on work sample tasks, such as that produced here at Stout State University, on stimulus control procedures, such as that done at the University of Illinois, and other useful techniques are now available for application. It would seem most appropriate that included in your program would be specific courses, and concurrent experiences for acquiring such techniques. These techniques are not learned merely by reading and discussing them in class. They are learned through reading, discussion and concurrent experience in which the student is using the techniques and getting feedback. Unless specific techniques are taught and definite criteria are established by which to decide if students are able to utilize them, then most of the terms used to describe the proposed training program are nothing more than words to fill an outline. Terms such as remedial academics, learning classroom setting, personal guidance, skill development experiences and community work experience do not explain anything at all. They merely fill gaps and allow one to think he has said something. Until these terms are defined as specific training procedures, specific experiences with specific goals, there is no program at all.

In summary, I suggest that the method used to train prospective teachers and the methods they learn for teaching retarded adolescents should be very similar and should have, as a focus, experience concurrent with and related to classroom learning, resulting in a set of specific, definable, measurable skills.

STUDENT NEEDS AND TEACHER COMPETENCIES

Victor J. Contrucci

Division for Handicapped Children

I form a link between the preparation of teachers and the constrains of a society that utilizes the product. The constrain upon myself is a unique role, as a supportive agency, both from the funding and from an approval standpoint. So, hopefully, I will bring to you some insights that might be uniquely a State Department personnel's viewpoint rather than a training institution's viewpoint of this process. There are several points I would like to start off with.

1. I view this high school teacher as an individual who is that final link between the school-community situation that the youngster exists in during his late high school education program, and the community he will live in after he has completed the school educational program. Reality, plus certain principles I believe regarding the role of the teacher, would dictate to me that the individual we employ would have competency related to analysis of people's needs and translation of these needs into a profile of the youngster. This profile would relate the youngster's cognitive level, his learning needs, and particular ways he does learn. I would think, then, that within the basic heart of education we would want to transmit to these teachers that these basic principles would be part of the educational program of this work-study, teacher-counselor, or in-high school teacher.

2. I would stress that the individual would have a good grasp of the interrelationship of needs to instruction, and have some grasp of media and instructional media--ways of communicating with youngsters as to change of behavior. He would, hopefully, learn many ways to approach learners to make them the most complete learners they can be.

Again, I view this whole matter of competency not within the continuum of four-year education at Stout State University. I think that our State Department and this University are at a unique situation. We have enough lines of communication between training institutions and our department at this time which didn't exist five or six years ago so that we've come to some kind of jointure about being willing to talk about quality of teachers instead of production to fill gaps of teachers. With this kind of unique environment and with our close ties with the federal office in terms of points we receive from them to support in-service activity, I hope we can set up a new type of program. Certainly with all training institutions in Wisconsin, but most certainly with Stout, this program should be an actuality. This would be a program of competency development that would be cognizant of what we're doing in the four years at the University and also tie in on a circular basis the kinds of competencies we find lacking in the teachers produced at the University. The program would use our ability to communicate with teachers, superintendents and supervisors to lead into a circular part of education for these teachers whereby we utilize the skills and talents of the training personnel in terms of the client position we fill. Together we don't have a trained teacher; we have what all of us have to go through. I feel myself being re-trained every five years. They've got something ridiculous in salary schedules that says you must take six credits in five years or you don't get your next raise, and the six credits can be in any subject the teacher might wish to take. I think we have to cut through. I think it's incumbent upon a department such as ours which has certain kinds of legislative controls to support as best we can with professional argument the rationale for the re-training and in-service training of teachers. But certainly, of any agency in the state, we have muscle, and perhaps we should go about using our muscle, not only to provide service, but hopefully the invention of quality. Professionally, we should be in a position to defend it. I throw this in because I think it has to do with this whole thing we're talking about. We can't talk four-year; we have to talk about life--the professional life--of the teacher.

We've talked about this whole matter of communication. As I begin to differentiate the elementary teacher and the subject matter teacher, or the teacher locked pretty much into the developmental type program versus what I see our special teacher being, the difference is that our teacher is an individual who reaches out. The ability to communicate has to be tested and has to be built, if it's not there, if this is the choice of the person. The person must go through some rather good self-analysis of his ability to interrelate to others, must be in a constant position to judge his behavior by the reactions of others so that he can modify behavior as needed.

It's inconceivable at this point that we go to all the public schools in Wisconsin and say, "you will do it this way." We can't do it. Now we might want to do it. In fact, we can do it. We just won't survive if we do do it. I think that's reality again. So, therefore, I think our approach must be that we have to give the teacher the ability to interrelate with others, the ability to communicate with others in terms of the group they have to do business with. I find very few teacher preparation programs which prepare the teacher to deal and cope with the adults in his environment, and that's unfortunate. The kind of climate this would take in hopefully would be an experiential one rather than a lecture one. They're just not going to learn how to communicate to others if they're being lectured on how to do it.

3. Another area is this matter of institution analysis. I think this individual, more so perhaps than other teachers, needs emphasis in his preparation to produce an individual who would have the same kinds of institutional analysis scales that social workers have. This person, in effect, is going to be out of the school. Productivity has to be in terms of what they accomplish while they're out of the school. So, therefore, they must have some ability to analyze the educational structure and, in effect, manipulate it to the good of the pupils, assuming that they believe that what they want to do is good. Too, they have to be able to identify critical decision makers in the community. How often do we teach teachers to identify critical decision makers so that they can use this very valuable thing that we all have very little of--time. Let's give them strategies for finding decision makers thereby utilizing their time to better advantage.

I think that the whole matter is one of being able to understand and interrelate to the structure of agencies they have to work with, again saving them time. The generalization about agencies in terms of rehabilitation agencies, etc., is not as valuable to an individual as sensitivity to the way agencies operate.

4. This would have to be the whole matter of being able to analyze private business structure. Within our state for the next four or five years at least, teachers who are filling these positions will be working closely with private industry. They will be communicating with employers, they will be communicating with these experiences out in the community. They will have to be able to have insight into the structure that they're putting the youngster in. The lack of sensitivity may well mean that they do not communicate certain kinds of information to the youngster, check out certain kinds of behavior in youngsters, and, in effect, are setting up a failure experience for the youngster. Therefore, they are being destructive rather than constructive. Part of it is the lack of sensitivity that this is the environment the youngster is going into. One of the problems we've had is taking the elementary special education teachers, who are excellent teachers, and putting them in the secondary situation and they just don't have the tools for that job. They're excellent classroom teachers of young children; the role of the secondary end product teacher is a different kind of role.

I'd like to open up another area. I think one of the real inadequacies of teacher preparation as it relates to teacher counselors is the fact that we don't really teach them to be planners, we don't teach them to be organizational people, we don't really teach them to be administrators and we don't teach them managerial skills. Now the body of literature not necessarily in education, but the body of literature in these areas is tremendous. And yet we don't give teachers the benefit of other kinds of professional knowledges regarding the kinds of tasks indulged in. Again, this would seem to be very important. We can go to others outside education to train our teachers. Work-study teachers have to have skills that you and I don't have and we can't teach, yet, if we're going to be administrators we've discovered we had better learn them. Without them we don't survive. Yet, we're asking these people to be administrators. They're involved with community, school; they're working with the close structure of counseling, of departments; they're working with the administrative structure of a school district; they're working with parent organizations. They have to manage this whole thing. Therefore, they should learn systems of management, they should learn how they can set professional goals, how to define the task they're going into. Again, this is no different necessarily than what we would like a good teacher to do, but it certainly should not be in a classroom context, or the building context, but the community context for these various skills.

This brings me full circle. Hopefully, then, what we're going to get involved with is a flexible, dynamic kind of system of teacher ed pre-service and in-service training. Hopefully, what we are going to do is build in a certain amount of feedback to this system whereby we can react to changing needs of youngsters, changing values of the society, changing social and economic conditions of the society, changing perceptions. All too often if we talk of restrains it's because other people have perceptions of our roles that we don't have. We have to get about looking at the teacher only from the viewpoint of how he perceives his own task, how other teachers perceive the task, how I as a supervisor perceive the task, how the University people perceive the task, and include how administrators view that task, how that superintendent views the role or function of the teacher, and also how the Board views it and, ultimately, how the parents perceive this role we have with youngsters, and how then the kids perceive our role with them. Without putting it all together and then finding out what it tells me about my training, not only for the four-year persons coming through but also the teacher I have, we're going to leave gaps and then we will not reach this quality teacher I think we want to strive for.

SECTION IV: CONFERENCE QUESTIONNAIRE RESULTS

Data Collection

Responses gathered from Questionnaires 2 and 3 were tabulated at the Computer Center of the University. The information was reported in terms of Q_1, Q_2, and Q_3 values for each item.

Q_1 is the point below which 25% of the ratings fall.

Q_2 (median) is the point below which 50% of the ratings fall. This value reflects the importance of the statement rated.

Q_3 is the point below which 75% of the ratings fall.

The Interquartile Range (IQR) was computed for each item. The IQR ($Q_3 - Q_1$) encompasses 50% of the ratings and reflects the level of agreement in the ratings. The minimum value of IQR is .5 which occurs when all of the raters select the same response. The maximum value of IQR is 4. This occurs when 50% of the group select the lowest response and the remaining 50% select the highest response. Therefore, the lower the IQR, the closer the agreement among raters.

Data Analysis

Table 1 presents the data from the section of Questionnaire 3 on the needs of the secondary level EMR. There were 33 respondents. The items in Table 1 may be interpreted as follows:

1. Column One: Rating of Importance: Conference participants individually rated each need utilizing a 5-point scale: 5 = Very Important, 4 = Important, 3 = Moderately Important, 2 = Slightly Important, and 1 = Not Important. The Q_2 (median) score reflects the importance of each need rated. If the median value was 4.51 or greater, the need was classified as Very Important. If the median value was 3.51 - 4.50, the need was classified as Important, etc. The Important category was divided into four levels to reflect more discrimination. Median scores ranged from 4.87 to 2.01, median 4.025.

2. Column Two: Interquartile Range (IQR): This reflects the level of agreement in rating each need. The smaller the IQR, the more the agreement among raters. The range of IQR was from .65 to 2.18, median 1.13.

3. Column Three: Degree Need is Being Met: Conference participants rated the degree to which each need is being met utilizing a 5-point scale: 5 = Always Met, 3 = Met Half the Time, 1 = Never Met. Median values ranged from 3.81 to 2.03, median 2.74.

4. Column Four: Interquartile Range (IQR): This reflects the level of agreement in the rating of the extent to which each need is being met. The range of IQR was from .94 to 1.97, median 1.34.

Table 1

Analysis of Needs

(1) RANK ORDER OF THE IMPORTANCE OF NEEDS	(2) IQR	(3) Degree Met	(4) IQR
Very Important Needs (4.51>), The student should:			
1. be treated as individuals who can learn	.65	3.20	1.97
2. become prepared for independent living (budget, transportation, dating)	.76	2.90	1.28
3. have a proper attitude toward work	.90	3.08	1.46
4. understand work in relation to punctuality and relationships with supervisor and peers	.96	3.46	1.41
5. have a program which diagnoses and prescribes education and skills	1.03	2.65	1.39
6. receive individualized academic program according to maturational levels	1.16	2.70	1.29
7. receive vocational counseling	1.42	2.83	1.64
8. receive actual experiences relating subject matter to the real world	1.02	2.58	1.63
9. obtain occupational skills applicable to many job requirements	1.21	2.72	1.40
10. be aware of his responsibilities to himself, family, and employer	.99	3.32	1.38
11. be able to act within the law	1.04	3.54	1.29
12. receive adequate stimuli	1.53	2.97	1.62
13. have an educational program with specific objectives	1.17	2.74	1.28
14. obtain specific vocational skills individually	1.65	2.11	1.49
15. have socially acceptable behavior	1.12	3.67	1.22
16. accept himself	1.12	2.76	1.25
Important Needs (3.51-4.50), The student should:			
(4.26-4.50)			
17. have the ability to make judgments to satisfy personal needs	1.18	2.81	1.05
18. receive parent support, understanding and partnership	1.18	2.81	1.28
19. have proper grooming and hygiene habits	1.17	3.81	1.08
20. have an adequate self-concept	1.35	2.69	1.23
21. receive leisure-time training	1.06	2.74	1.58
22. acquire skills and strategies for approaching problems and new situations	1.10	2.41	1.19

(1)	(2)	(3)	(4)
23. become familiar with the world of work	1.15	2.90	1.26
24. be able to form and maintain social relationships	1.20	3.07	1.21
25. have adequate communication skills	1.04	2.87	1.19
26. receive positive reinforcement to improve self-concept and self-awareness	1.08	2.92	1.70
27. receive an evaluation of his vocational potential	1.23	2.47	1.17
(4.01-4.25)			
28. have capability to use community resources	1.05	2.91	1.18
29. have self-confidence	1.09	2.66	1.49
30. be aware of what jobs are available in his community	.87	2.92	1.57
31. recognize the value of work so it becomes a personally satisfying experience	.74	2.83	1.24
32. know where to go for retraining	.74	2.46	1.60
33. receive an evaluation of his vocational interests	1.42	2.72	1.15
34. become economically sufficient (independent)	1.08	2.81	1.08
35. cope with employment change as a way of life	.77	2.55	1.34
36. desire to get and hold a job	.70	3.21	1.26
37. receive an education meeting his individual urban or rural needs	1.13	2.83	.95
38. receive evaluation of his personal interests, vocational strengths and weaknesses	1.00	2.80	1.40
39. develop incentive, initiative, and momentum to want to improve and become a successful member of society	.73	2.65	1.43
40. be understood individually according to his needs	.77	2.65	1.47
41. understand basics of sexual hygiene	.65	2.34	1.48
42. be prepared for life as to rural or urban needs	1.52	2.76	1.29
43. accept his own limitations	.85	3.16	1.68
44. understand himself	.85	2.74	1.20
45. receive a practical education including home ec and industrial arts	.94	2.89	1.08
46. be prepared for parenthood	.70	2.13	1.53
47. be able to express himself clearly	1.20	2.83	1.10
(3.76-4.00)			
48. learn coping skills	.85	2.61	1.20
49. understand responsibilities of sexual relationships	.65	2.10	1.21
50. receive sex education	.94	2.03	.94
51. have opportunity for maximum interaction with "normals"	1.48	2.92	1.66
52. be able to apply reading, writing & arithmetic skills to at least the 3rd grade level	1.65	3.61	1.24

(1)	(2)	(3)	(4)
53. develop proper attitude toward work considering cultural background and influences	.80	2.48	1.24
54. be loved	1.04	3.01	1.81
55. opportunity to develop personal - social traits to a more than adequate level	.89	2.70	1.33
56. achieve acceptable forms of self-expression	.76	2.57	1.49
57. be able to confrom to society in which he lives	.85	3.32	1.34
58. be able to use telephone directory	.85	3.54	1.35
59. receive an evaluation of potential in a proper environment	.85	2.24	1.56
60. obtain vocational skills applicable to specific job requirements	1.24	2.47	1.29
61. be exposed to many employment opportunities	1.05	2.41	1.39
62. have adequate recreational skills	1.38	2.47	1.35
63. acquire basic academic skills	1.51	3.04	1.11
64. accept failure situations	.96	2.97	1.76
65. receive an education based on 12 persisting life needs	1.64	2.69	1.23
66. be resourceful	1.20	2.54	1.24
(3.51-3.75)			
67. obtain specific vocational skills in a small group (2 or 3)	1.42	2.56	1.42
68. conform	1.31	3.37	1.89
69. accept competitive situations	1.22	2.97	1.40
70. be capable of independent thinking	1.49	2.26	1.35
71. receive information related to personal feelings of workers	1.33	2.38	1.52
72. in some instances, be prepared to live without working	1.44	2.19	1.92
73. be able to interpret stimuli	1.71	2.70	1.37
74. understand the cultural values of the society in which he lives	1.72	2.73	1.90
75. be able to gain adult approval	1.24	2.86	1.70
Moderately Important Needs (2.51-3.50), The student should:			
76. develop coordination skills	1.31	3.01	1.43
77. receive information on skills, personality, race, etc. and their significance to work	1.31	2.47	1.17
78. have an understanding of his civic rights	1.20	2.83	1.30
79. learn to want to have the need to work	1.46	3.01	1.58
80. be able to make academic experiences relevant	1.69	2.47	1.28
81. be aware of his civic responsibilities	1.20	3.04	1.11

(1)	(2)	(3)	(4)
82. look at himself from the employer's view	1.26	2.70	1.33
83. be able to apply reading, writing & arithmetic skills to at least the 4th grade level	1.32	3.03	.94
84. learn to drive a car	1.00	2.57	1.60
85. take part in civic activities	.68	2.55	1.34
86. be able to travel throughout community, state and nation	.76	2.34	1.33
87. be able to apply reading, writing and arithmetic skills to at least the 5th grade level	1.28	2.47	1.29
Slightly Important Needs (1.51-2.50), The student should:			
88. obtain specific vocational skills as a class	1.41	2.47	1.74
89. be motivated, i.e., "I will promise you a job after three years in our program"	2.18	2.08	1.46
90. be able to apply reading, writing and arithmetic skills to at least the 6th grade level	1.23	2.14	1.11

Table 2 presents data from the section of Questionnaire 3 on the competencies required of teachers of secondary level EMR students. There were 24 respondents. The items on Table 3 may be interpreted as follows:

1. Column One: Rating of Importance. Conference participants individually rated each competency utilizing a 5-point scale: 5 = Very Important, 4 = Important, 3 = Moderately Important, 2 = Slightly Important, and 1 = Not Important. The Q_2 (median) score reflects the importance of each competency rated. If the median value was 4.51 or greater, the competency was classified as Very Important. If the median value was 3.51 - 4.50, the competency was classified as Important, etc. The Important category was divided into four levels to reflect more discrimination. Median scores ranged from 4.93 to 3.12, median 4.20.

2. Column Two: Interquartile Range (IQR). This reflects the level of agreement in rating each competency. The smaller the IQR, the more the agreement among raters. The range of IQR was from .53 to 2.08, median 1.01.

3. Column Three: Degree Competency is Being Met. Conference participants rated the degree to which each competency is being met utilizing a 5-point scale: 5 = Always Met, 3 = Met Half the Time, 1 = Never Met. Median values ranged from 3.87 to 1.50, median 2.70.

4. Column Four: Interquartile Range (IQR). This reflects the level of agreement in the rating of the extent to which each competency is being met. The range of IQR was from .64 to 3.00, median 1.25.

Table 2
Analysis of Competencies

(1) RANK ORDER OF THE IMPORTANCE OF COMPETENCIES	(2) IQR	(3) DEGREE MET	(4) IQR
Very Important Competencies (4.51-5.00), The teacher shall:			
1. diagnose student needs	.59	2.52	1.18
2. have practical experience with the mentally retarded	.59	3.52	1.67
3. have ability to listen	.72	2.78	1.18
4. care about doing a superior job	.68	3.28	1.60
5. listen to what his students are saying	.82	2.42	1.18
6. be willing to interact with community agencies and employers	.80	2.42	1.84
7. provide success experiences for his students	.93	3.26	1.19
8. understand her students	.89	2.92	1.07
9. be skillful in communications	.89	3.05	1.21
10. have flexibility and ingenuity	.89	3.18	1.14
11. be imaginative	.95	2.83	.89
12. have common sense	1.04	3.16	1.24
13. evaluate behavior as to individual needs	.99	2.42	1.22
14. have a knowledge of community agencies	.95	2.78	1.18
15. elicit confidence and respect from adolescents	1.23	2.76	1.10
16. know what needs are not being met	.99	2.62	1.19
17. produce quality rather than mediocrity	1.03	2.42	1.15
18. know who to ask for help	.99	2.52	1.25
19. have empathy and understanding for parents of retarded children	1.06	3.01	1.78
20. use other resources in the school environment	1.11	2.71	1.27
21. be aware of the culture and society of her students	1.05	2.62	1.29
22. have work experience	1.01	2.34	1.52
23. have a real knowledge of the world of work	1.02	2.15	1.20
24. understand limitations of the mentally retarded	1.11	3.36	1.52
25. be dedicated	1.11	3.41	1.36
26. have burning motivation to make these children into successful young adults	1.11	2.91	1.38
27. counsel	1.17	2.27	1.09
28. have methods of recognizing needs of individual students	1.07	2.68	1.09
29. interact with students	1.12	2.81	1.26

(1)	(2)	(3)	(4)
30. organize and select proper curricula for each individual	1.26	2.61	1.22
31. be realistically optimistic	1.18	3.39	1.57
32. be able to laugh	1.47	3.25	1.52
33. set instructional objectives	1.12	2.52	1.17
Important Competencies (3.51-4.50), The teacher shall:			
(4.26-4.50)			
34. be self-accepting	1.01	3.22	1.03
35. reflect upon and improve his teaching	1.01	2.53	1.33
36. have empathy for her students	1.06	3.25	1.46
37. coordinate work training	1.12	2.52	1.23
38. have an in-depth knowledge of each student	1.12	2.36	1.03
39. have competency in working in small groups	1.07	3.05	1.21
40. understand and cope with cultures of students	1.05	2.70	1.25
41. be able to analyze a task into component parts	1.23	2.26	1.27
42. have human interest	1.05	3.42	1.23
43. "sell" his program	1.18	3.62	1.69
44. provide program needs	1.04	2.35	1.08
45. employ special teaching methods	1.08	2.77	1.46
46. be accepted in school and community	1.23	2.81	1.26
47. cope with stress	1.00	3.06	1.53
48. organize and select proper curricula	1.00	2.52	1.25
49. experience in counseling parents	1.04	2.24	.99
50. set up a program within existing employment laws	1.41	2.56	2.22
51. have the proper attitude and philosophy regarding mentally retarded adolescents	1.05	3.06	1.48
52. interpret student behavior	1.05	2.30	1.00
53. have a functional background	1.05	2.76	1.10
(4.01-4.25)			
54. use evaluation techniques	.95	2.52	1.25
55. determine availability of occupations	.99	2.17	.94
56. be a multi-functional educator	1.36	2.91	1.32
57. have feelings for retardates beyond school hours	1.36	3.06	1.48
58. know about child growth and development	.87	3.20	1.13
59. be resilient	1.14	2.81	1.26
60. apply basic academic skills as contrasted to teaching them	.91	2.35	1.14
61. be willing to do more than the position demands	.94	2.98	1.28

(1)	(2)	(3)	(4)
62. be able to use available hardware	.75	2.61	1.12
63. be able to set up behavioral objectives for all assignments	.96	2.25	1.51
64. have techniques of relating to individuals in groups	.81	2.74	1.18
65. have ability to withstand verbal and physical attack	.81	2.85	1.46
66. be unafraid to challenge the system rather than the person who possesses a majority of traits listed	.82	2.70	1.91
67. evaluate work competencies	.80	2.27	1.09
68. determine acceptable and reinforcing outlets of expression	.80	2.36	1.03
69. have experience in working in stress and conflict	.87	2.42	1.65
70. be unafraid to challenge the system	.86	2.27	1.51
71. have a knowledge of mental retardation based on theory	.90	3.52	1.43
72. be able to repeat	.90	3.40	1.39
73. recognize potential dropouts	.77	2.63	1.37
74. develop teaching approaches	.73	2.65	1.40
75. describe behavior	.82	2.42	1.11
76. use remedial techniques	.64	3.01	1.60
77. have a knowledge of mental retardation based on learning theory	.64	3.02	1.90
78. accept slow progress	1.50	3.87	1.66
79. gain individuals' expression of needs	1.03	2.36	1.03
80. know about personality development	.53	3.00	1.01
81. understand industrial enterprise	.87	2.03	.64
82. be able to train EMR's in parenthood	.77	2.01	1.40
83. develop effective standards	.77	2.96	1.29
(3.76-4.00)			
84. awareness of entire life cycle of MR	.61	2.94	1.83
85. have developed a personal philosophy about "how man relates to his environment"	1.01	2.43	1.23
86. have developed a personal philosophy about theories related to learning	.73	2.52	1.18
87. communicate with lots of other people	.81	2.52	1.25
88. teach health habits	.64	3.00	1.01
89. diagnose and remediate learning deficiencies	.64	2.52	1.12
90. offer vocational instruction	.73	2.36	1.16
91. have training & experience in counseling and guidance	.81	2.22	1.17
92. know about emergencies of daily life	.73	2.91	1.38
93. have experiences enabling him to conceptualize various theories of learning and special education	.59	2.65	1.46

(1)	(2)	(3)	(4)
94. record student behavior	1.46	2.78	1.18
95. understand learning theory	.67	2.85	1.43
96. be able to cope with students' psychic needs	.77	2.42	1.06
97. be adept at public relations	1.10	2.91	1.41
98. have a knowledge of vocational courses (home ec, industrial arts, etc.)	1.07	2.42	1.15
99. defeat obstacles to building a good program	1.07	2.53	1.44
100. have industrial experience	1.00	2.01	.87
101. have developed a personal philosphy about "what is man?"	1.35	2.63	1.43
(3.51-3.75)			
102. teach basic academic skills	1.46	3.34	1.16
103. be able to set up an after-18 school	1.43	1.50	1.26
104. have high intelligence	1.51	3.01	1.46
105. retrain to have a self-concept	1.54	2.81	1.26
106. have survived a teacher training program which judged him a good potential teacher of EMR	2.08	3.06	3.00
107. have teaching experience at the secondary level	1.23	2.91	1.35
Moderately Important Competencies (2.51-3.50), The teacher shall:			
108. have a working definition of "teacher"	1.43	2.78	1.18
109. be able to group children	1.52	3.17	1.66
110. be exposed to operant conditioning	.99	2.53	1.38
111. have a knowledge of ecology	1.25	2.62	1.35
112. be familiar with techniques of introspection, e.g., sensitivity training	1.25	1.98	.81
113. be trained in operant conditioning	1.02	2.27	1.14

Data Interpretation

The data on student needs and teacher competencies presented in Tables 1 and 2 are presented in rank order of importance. Of the 90 identified student needs, 75 received median ratings of either Very Important (16) or Important (59). The needs on which there was considerable disagreement about their importance are easily discernible by inspection of Table 1, Column 2. The data, Column 3, also suggests that the majority of the student needs are not currently being met very well overall, although there is some disagreement on this point, Column 4.

The data in Table 2 indicates that 107 of the 113 teacher competencies were rated as either Very Important (33) or Important (74). The competencies on which there was considerable disagreement about their importance are easily discernible by inspection of Table 2, Column 2. The data, Column 3, suggests that teacher competencies need improvement in the areas rated although again there were varying opinions on this point, Column 4.

A comparison of the responses from Questionnaires 2 and 3 revealed a lower median IQR score in Questionnaire 3. Only 5 of 88 needs (6%) received a higher IQR in Questionnaire 3 than in Questionnaire 2*; only 4 of 113 competencies (4%). The lower IQR scores in Questionnaire 3, therefore, indicated growing agreement among conference participants which is one of the purposes of using the Delphi Technique.

No further interpretation can be made of the data as the purpose of its collection was to compile as many items and opinions as possible so a more definitive list could be devised for the eventual questionnaire study for the field.

Final Questionnaire

From the analysis of data, a field questionnaire was devised by the project staff. The needs of the students and competencies of the teachers identified at the conference seemed to fall essentially into four curriculum areas: psycho-social, activities of daily living, academic, and occupational. Each item determined at the conference was analyzed and placed in the appropriate curriculum area. Considerable effort was expended to reword and clarify the items so they could be more easily understood. The 90 needs and 113 competencies identified at the conference were condensed to a more manageable 31 items.

The questionnaire was divided into two parts. In Part I, a list of student needs are subsumed under each of the four areas. The rater is instructed to indicate the percentage of emphasis that should be spent in each of the areas during the overall three-year high school program (total 100%). In Part II, Teacher Competencies, the rater is instructed to indicate the importance of each item listed under the four areas, who they feel should _ideally_ perform this activity, and who _in practice_ performs this activity.**

In January the questionnaire was sent out on a pilot basis to most of the Conference participants. Based on their suggestions, a number of modifications were made and the questionnaire was finalized. This questionnaire is presented in Appendix F. It was sent to 250 Wisconsin secondary special education teachers and 30 administrators on March 15, 1971. The results of this study will be presented in a subsequent project report.

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*Two of the ninety needs on Questionnaire 2 were excluded by the computer.

**Possible responses in the personnel categories are special education teacher, pre-vocational coordinator, other school personnel, or out-of-school personnel.

SECTION V: SUMMARY AND CONCLUSIONS

Summary

Writers and field personnel in the area of special education are describing the inability of many current educational programs to meet the social and vocational needs of the EMR students in grades 10 - 12. Numerous studies have shown that the retarded have untapped potential for achieving higher level of personal, social and vocational functioning, and appropriate training techniques and identification of jobs which the retarded can perform are the key to their effective competition in the job market. Still, Myers (1962) indicated that 25 - 40% of special education students cannot be placed on jobs or cannot hold jobs.

Innovators in special education are demanding changes in the vocational preparation of the retarded. "If the goal of special classes is to prepare students for eventual employment, changes will be necessary. Classroom composition and curriculum need to be altered and special class teachers should receive additional training and consultation in the area of vocational preparation" (p. 76, Massachusetts Plan For Its Retarded, 1966).

Stout State University has proposed a new model for training specialists to teach secondary level EMR students to function more adequately in society. This new model would expand the traditional approach, mainly emphasizing academic skills, incorporate two important areas now minimized in secondary level teacher preparation, vocational rehabilitation and vocational education.

To assist the Stout project staff in determining the efficacy of this new model, a Conference was held on the Stout campus on November 12-13, 1970. Attending were eight consultants who are national leaders in special education, persons from agencies within Wisconsin concerned with the education and rehabilitation of the retarded, faculty from Stout, and Dr. Harold Heller, Acting Director, Division of Training Programs, Office of Education, Bureau for the Education of the Handicapped. These participants offered input as to the concurrence of the Stout proposal with the needs of secondary EMR youth. Also, the participants determined and ranked by importance the needs of EMR high school youth and teacher competencies necessary to meet these needs.

The eight national consultants presented papers to the group on needs of secondary level EMR students and competencies needed by their teachers.

Mr. Richard Hungerford presented and explained charts illustrating program concerns, resources and components, administrative schema, teacher training and class format for moderately retarded individuals.

Dr. Charles Kokaska introduced the concept of vocational marginality of the retarded. A study by Kokaska (1968) found retardates being trained and placed in many diverse occupations including craftsmen and operatives. In training retarded students for the customary low salaried service occupations, special educators may be training students only for marginal positions which will not enable them to become economically self-sufficient. The reduction of marginality and the establishment of a successful program in the vocational rehabilitation of the retarded depend upon the relationship of the individual's potential skills and the economic rewards he can obtain from his job.

Dr. Rex Pinegar recommended that future teachers of secondary EMR students be provided with: (1) experiences producing an awareness of the relationship between pre-school through secondary programming and education experiences; (2) experiences in clinical settings; (3) experience with occupational resources available to the retarded; (4) a practicum with retarded at all levels of education and intellectual functioning.

Dr. James Bitter proposed changes in educational programming which would de-emphasize curricular segregation. He suggested that consideration be given to an unstructured, individualized approach emphasizing the pursuit of individual and group interests by students through activity and experiences. He urged teacher training programs to facilitate this approach by developing teacher resourcefulness, guidance and communication skills necessary for facilitating learning and human functioning.

Dr. Jack Dinger reported on the needs that should be met in the schools as stated by former EMR students. Goals for local curriculum to meet these needs were included. The importance of an indepth, realistic program to allow students to become happy, effective homemakers was stressed. Forty-one skills necessary for a teacher to perform adequately were listed.

Dr. Gary Clark reviewed the primary needs as stated by Maslow, Cole and Hall, and Clark. The pupil needs provide a base in planning for teacher competencies in a training program. Four types of personnel for secondary programs were described. Dr. Clark took the position that secondary work-study personnel should be trained in two separate, overlapping training programs for a classroom cooperative teacher and a pre-vocational coordinator. Content of these experimental preparatory programs was listed.

Dr. Marc Gold suggested that methods used to train prospective teachers of the EMR and methods for teaching retarded adolescents be similar. Both should focus on experiences concurrent with and related to classroom learning resulting in a set of specific, definable, measurable skills. Two of these experiences during the period of teacher preparation would include spending time on jobs that the retarded would have and participating in the retarded youngsters' environment.

Mr. Victor Contrucci, speaking from the State Department viewpoint, listed competencies needed by teachers of programs for secondary level EMR. The Federal Office of Education, Wisconsin State Department, and universities have established communication that will allow programs of teacher competency development and continuing retraining. A flexible, dynamic system of teacher education requires feedback on the conditions of society and knowledge of the perceptions of many groups of people to the role of the teacher. Hopefully, this feedback ability will be built into this system and the quality teacher we strive for will be produced.

Data provided by the conference served as a basis for the field questionnaire which was sent to all teachers and administrators of secondary level EMR classes in Wisconsin. The student needs determined at the conference fell into four basic curriculum areas: psycho-social, activities of daily living, academic, and occupational. Part I of the questionnaire was designed to determine the percentage of emphasis spent on each of the four curriculum areas. Part II will determine the importance of specific curriculum experiences, activities, or instruction within each area, the person who ideally should have competency in providing this activity, and the person who in actual practice does provide this activity.

Future Efforts

Data received from the field questionnaire will be a primary source of curriculum study prior to preparing a secondary level special education teacher training program for Stout. The project staff members are continually reviewing current literature, visiting special classes and interviewing these teachers, corresponding with consultants, and conferring with Division for Handicapped Children personnel. Information from all these sources will be compiled into a statement of specific goals and objectives for the proposed teacher training program. The various departments of Stout State University will be consulted to determine how these objectives and competencies can be met within the University and what additions must be made to meet the objectives, goals, and competencies. The departments will be asked to develop courses that will prepare the student with these competencies. A tentative curriculum will be developed by the project staff after the analysis of the final field questionnaire is completed. This curriculum will be outlined in terms of expected student competencies based on performance criteria.

The project staff and the Division for Handicapped Children will develop the final curriculum prototype. A questionnaire will be sent to special education administrators and secondary-level teachers, as well as the Advisory Committee, to obtain their final reactions to the curriculum.

To be accepted as a University major, the curriculum must be approved through various channels of Stout State University (e.g., Dean of School of Education, Directors of Majors, Undergraduate Teaching Council, Academic Council, Curriculum Committee, and President of the University), Board of Regents, and the Coordinating Council for Higher Education. It must also meet the requirements of the Division for Handicapped Children of the State, Department of Public Instruction, for special education teacher certification. Revisions will need to be made until approval is received by all groups.

Conclusions

Employment in America today is scarce. Many qualified employees apply for a single position. Highly trained specialists are without employment compatible with their education. Potential workers with only marginal skill or efficiency are unemployed. The retarded will find it increasingly difficult to successfully compete for employment unless they are motivated and well-prepared for the world of work.

It must be the responsibility of our public schools to make drastic changes to meet the vocational needs of our retarded students. To fulfill this responsibility, teachers of retarded adolescents must be competent to provide each student with skills necessary for successful competition in the world of work. These teachers require some technical skills and a working knowledge of the labor market and rehabilitation techniques.

University schools of education must prepare future teachers with these competencies. Current practices and content in teacher training must be evaluated and recommendations made and changes implemented to provide these competencies. The changes "will have to come through an effort of a few colleges and universities which dare to be different and to initiate and evaluate programs with a view to raising the quality of teacher education" (Innovations in Teacher Education). The Stout Proposal for initiating a new model for training teachers of secondary level EMR is meeting this challenge.

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APPENDICES

Appendix A: List of Conference Participants 76
Appendix B: Questionnaire 1 78
Appendix C: Special Education Conference Agenda 79
Appendix D: Questionnaire 2, Needs. 80
Questionnaire 2, Competencies 85
Appendix E: Questionnaire 3 91
Appendix F: Field Questionnaire 103

APPENDIX A

Stout State University
Menomonie, Wisconsin
Institute for Vocational Rehabilitation

SPECIAL EDUCATION CONFERENCE

November 11 - 13, 1970

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APPENDIX B

Stout State University
Menomonie, Wisconsin

Institute for Vocational Rehabilitation

SPECIAL EDUCATION STUDY

Questionnaire 1

1. What do you think are the primary needs of the adolescent retardate that must be met in order that they may adjust satisfactorily in society? (List at least three.)

2. What competencies do you feel a teacher of the retarded must have in order to meet these needs? (List at least three.)

3. What framework should the curriculum take?

APPENDIX C

Stout State University
Menomonie, Wisconsin

Institute for Vocational Rehabilitation

SPECIAL EDUCATION CONFERENCE

Agenda

Wednesday, Nov. 11

7:00-10:00 P.M. Dinner, Introductions, Overview of Conference at the Commons

Thursday, Nov. 12

8:00-8:45 A.M. Registration (East Ballroom, Student Union)
8:45-10:15 General Session (East Ballroom, Student Union)
  Chairman: Donn Brolin
  Introductions
  Presentations: Problems & Needs of the Adolescent Mentally Retarded

Mr. Richard Hungerford
Dr. Charles Kokaska
Dr. Rex Pinegar
Dr. James Bitter

10:15-10:30 Coffee Break
10:30-11:45 Small Group Sessions: Problems & Needs
  Group A - Room 140
  Group B - Room 141
  Group C - Room 142
  Group D - Room 251
11:45-12:45 Lunch (West Central Ballroom, Student Union)
12:45-2:30 General Session (East Ballroom, Student Union)
  Rating of Needs: Orville Nelson
  Presentations: Teacher Competencies to Meet These Needs

Dr. Jack Dinger
Dr. Gary Clark
Dr. Marc Gold
Mr. Vic Contrucci

2:30-3:45 Small Group Sessions: Teacher Competencies
3:45-4:15 Coffee Break
4:15-5:00 General Session: Rating of Teacher Competencies
5:00-7:00 Free Time
7:00-10:00 Dinner and Reception at Commons

Friday, Nov. 13

9:00-9:45 A.M. General Session
  Brief Review of Stout's Proposal
  Rating of Needs & Competencies: Orville Nelson
9:45-10:30 Small Group Sessions: Stout's proposal for meeting the retardate's needs and preparing teachers with appropriate competencies
10:30-11:30 General Session
  Small Group Reporting
  Comments by Harold W. Heller, Office of Education
  Final Comments by Institute for Vocational Rehabilitation Staff
  Adjourn

QUESTIONNAIRE 2 - NEEDS

Stout State University
Menomonie, Wisconsin
Institute for Vocational Rehabilitation

Special Education Study

RATING OF NEEDS OF THE ADOLESCENT EDUCABLE MENTALLY RETARDED

Directions: Print your name and place today's date in the spaces provided at the top of your standard answer sheet. When you mark your responses on the answer sheet be sure to use the No. 2 pencil provided and mark only within the dotted lines. Completely erase any response you want to change.

Please read each of the statements below and judge the importance to the adolescent educable mentally retarded student. If you feel that the need is not important, darken the space representing a rating of 1. If you feel that the need is of slight importance, darken the space representing a rating of 2. If the need has moderate importance, darken the space representing a rating of 3. If you think the need is important, darken the space representing a rating of 4. If you feel the need is very important, darken the space representing a rating of 5.

Not Important (NI) = 1, Slightly Important (SI) = 2, Moderately Important (MI) = 3, Important (I) = 4, Very Important (VI) = 5.

ACADEMIC NEEDS

The student should:

	NI	SI	MI	I	VI
1. Acquire basic academic skills	1	2	3	4	5
2. Become prepared for independent living (budget, transportation, dating)	1	2	3	4	5
3. Receive a practical education including home ec and industrial arts	1	2	3	4	5
4. Have an educational program with specific objectives	1	2	3	4	5
5. Have a program which diagnoses and prescribes education and skills	1	2	3	4	5
6. Receive adequate stimuli	1	2	3	4	5

VOCATIONAL NEEDS

The student should:	NI	SI	MI	I	VI
41. receive an evaluation of his vocational potential	1	2	3	4	5
42. receive an evaluation of his vocational interests	1	2	3	4	5
43. have a proper attitude toward work	1	2	3	4	5
44. become familiar with the world of work	1	2	3	4	5
45. become economically sufficient (independent)	1	2	3	4	5
46. obtain vocational skills applicable to specific job requirements	1	2	3	4	5
47. obtain occupational skills applicable to many job requirements	1	2	3	4	5

PERSONAL - SOCIAL NEEDS

The student should:

		NI	SI	MI	I	VI
101.	have proper grooming and hygiene habits	1	2	3	4	5
102.	have socially acceptable behavior	1	2	3	4	5
103.	be able to form and maintain social relationships	1	2	3	4	5
104.	be aware of his civic responsibilities	1	2	3	4	5
105.	have adequate recreational skills	1	2	3	4	5
106.	have an understanding of his civic rights	1	2	3	4	5
107.	have capability to use community resources	1	2	3	4	5
108.	have opportunity for maximum interaction with "normals"	1	2	3	4	5
109.	learn to drive a car	1	2	3	4	5
110.	have adequate communication skills	1	2	3	4	5
111.	be treated as individuals who can learn	1	2	3	4	5
112.	accept his own limitations	1	2	3	4	5
113.	receive sex education	1	2	3	4	5
114.	achieve acceptable forms of self-expression	1	2	3	4	5
115.	be resourceful	1	2	3	4	5
116.	have self-confidence	1	2	3	4	5
117.	be capable of independent thinking	1	2	3	4	5
118.	accept himself	1	2	3	4	5
119.	understand himself	1	2	3	4	5
120.	conform	1	2	3	4	5
121.	be able to gain adult approval	1	2	3	4	5
122.	have an adequate self-concept	1	2	3	4	5
123.	be loved	1	2	3	4	5
124.	opportunity to develop personal - social traits to a more than adequate level	1	2	3	4	5
125.	develop incentive, initiative, and momentum to want to improve and become a successful member of society	1	2	3	4	5

APPENDIX D: Additional Items for Questionnaire 2

ACADEMIC NEEDS

The student should:

7. Be able to apply reading, writing & arithmetic skills to at least the 3rd grade level
8. Be able to apply reading, writing, and arithmetic skills to at least the 4th grade level
9. Be able to apply reading, writing, and arithmetic skills to at least the 5th grade level
10. Be able to apply reading, writing, and arithmetic skills to at least the 6th grade level
11. Acquire skills and strategies for approaching problems and new situations
12. Have the ability to make judgments to satisfy personal needs
13. Be able to make academic experiences relevant
14. Be able to express himself clearly
15. Receive actual experiences relating subject matter to the real world
16. Understand the cultural values of the society in which they live
17. Receive an education meeting his individual urban or rural needs
18. Receive an education based on 12 persisting life needs
19. Be able to interpret stimuli
20. Receive individualized academic program according to maturational levels

VOCATIONAL NEEDS

The student should:

48. Receive information related to personal feelings of workers
49. Be aware of what jobs are available in his community
50. Develop proper attitude toward work considering cultural background & influences
51. Receive information on skills, personality, race, etc. and their significance to work
52. Understand work in relation to punctuality, and relationships with supervisor and peers
53. Receive evaluation of his personal interests, vocational strengths & weaknesses
54. Accept failure situations
55. Recognize the value of work so it becomes a personally satisfying experience
56. Desire to get and hold a job
57. Receive positive reinforcement to improve self-concept and self-awareness
58. Be aware of his responsibilities to himself, family, and employer

59. Cope with employment change as a way of life
60. Receive parent support, understanding, and partnership
61. Know where to go for retraining
62. Accept competitive situations
63. Obtain specific vocational skills as a class
64. Obtain specific vocational skills in a small group (2 or 3)
65. Obtain specific vocational skills individually
66. Be motivated, i.e., "I will promise you a job after 3 years in our program."
67. Look at himself from the employer's view
68. Receive an evaluation of potential in a proper environment
69. Be exposed to many employment opportunities
70. Learn to want to have the need to work
71. Receive vocational counseling
72. In some instances, be prepared to live without working

PERSONAL - SOCIAL NEEDS

126. Receive leisure-time training
127. Be able to travel throughout community, state and nation
128. Be able to conform to society in which he lives
129. Learn coping skills
130. Take part in civic activities
131. Understand basics of sexual hygiene
132. Understand responsibilities of sexual relationships
133. Be prepared for parenthood
134. Be able to use telephone directory
135. Develop coordination skills
136. Be understood individually according to his needs
137. Be able to act within the law
138. Be prepared for life as to rural or urban needs

APPENDIX D

QUESTIONNAIRE 2 - COMPETENCIES

Stout State University
Menomonie, Wisconsin
Institute for Vocational Rehabilitation

Special Education Study

RATING OF COMPETENCIES NEEDED BY TEACHERS OF ADOLESCENT EDUCABLE MENTALLY RETARDED

Directions: Print your name and place today's date in the spaces provided at the top of your standard answer sheet. When you mark your responses on the answer sheet be sure to use the No. 2 pencil provided and mark only within the dotted lines. Completely erase any response you want to change.

Please read each of the statements below and judge the importance to the adolescent educable mentally retarded student. If you feel that the teacher competency is not important, darken the space representing a rating of 1. If you feel that the teacher competency is of slight importance, darken the space representing a rating of 2. If the teacher competency has moderate importance, darken the space representing a rating of 3. If you think the teacher competency is important, darken the space representing a rating of 4. If you feel the teacher competency is very important, darken the space representing a rating of 5.

Not Important (NI) = 1, Slightly Important (SI) = 2, Moderately Important (MI) = 3, Important (I) = 4, Very Important (VI) = 5.

CLASSROOM ABILITIES

The teacher shall:

	NI	SI	MI	I	VI
1. diagnose student needs	1	2	3	4	5
2. provide program needs	1	2	3	4	5
3. teach health habits	1	2	3	4	5
4. teach basic academic skills	1	2	3	4	5
5. counsel	1	2	3	4	5
6. evaluate work competencies	1	2	3	4	5
7. determine availability of occupations	1	2	3	4	5

CLASSROOM ABILITIES

	NI	SI	MI	I	VI
8. elicit confidence and respect from adolescents	1	2	3	4	5
9. evaluate behavior as to individual needs	1	2	3	4	5
10. use evaluation techniques	1	2	3	4	5
11. determine acceptable and reinforcing outlets of expression	1	2	3	4	5
12. organize and select proper curricula	1	2	3	4	5
13. diagnose and remediate learning deficiencies	1	2	3	4	5
14. set instructional objectives	1	2	3	4	5
15. coordinate work training	1	2	3	4	5
16. have a knowledge of vocational courses (home economics, industrial arts, etc.)	1	2	3	4	5
17. offer vocational instruction	1	2	3	4	5
18. have an in-depth knowledge of each student	1	2	3	4	5
19. employ special teaching methods	1	2	3	4	5
20. use remedial techniques	1	2	3	4	5
21. set up a program within existing employment laws	1	2	3	4	5

TEACHER COMPETENCIES: BACKGROUND & TRAINING

The teacher shall:

		NI	SI	MI	I	VI
51.	have a knowledge of mental retardation based on theory	1	2	3	4	5
52.	have a functional background	1	2	3	4	5
53.	be aware of the culture and society of her students	1	2	3	4	5
54.	have a knowledge of community agencies	1	2	3	4	5
55.	know about personality development	1	2	3	4	5
56.	have training and experience in counseling and guidance	1	2	3	4	5
57.	be trained in operant conditioning	1	2	3	4	5
58.	have industrial experience	1	2	3	4	5
59.	have work experience	1	2	3	4	5
60.	have practical experience with the mentally retarded	1	2	3	4	5
61.	know about child growth and development	1	2	3	4	5
62.	have a real knowledge of the world of work	1	2	3	4	5
63.	have a knowledge of ecology	1	2	3	4	5

	TEACHER COMPETENCIES: PERSONAL TRAITS	NI	SI	MI	I	VI
	The teacher shall:					
101.	have empathy for her students	1	2	3	4	5
102.	understand her students	1	2	3	4	5
103.	be able to cope with students' psychic needs	1	2	3	4	5
104.	accept slow progress	1	2	3	4	5
105.	be able to repeat	1	2	3	4	5
106.	have common sense	1	2	3	4	5
107.	have feelings for retardates beyond school hours	1	2	3	4	5
108.	be skillful in communications	1	2	3	4	5
109.	be willing to interact with community agencies and employers	1	2	3	4	5
110.	be accepted in school and community	1	2	3	4	5
111.	understand limitations of the mentally retarded	1	2	3	4	5
112.	be adept at public relations	1	2	3	4	5
113.	have flexibility and ingenuity	1	2	3	4	5
114.	be imaginative	1	2	3	4	5
115.	be dedicated	1	2	3	4	5
116.	have the proper attitude and philosophy regarding mentally retarded adolescents	1	2	3	4	5
117.	have human interest	1	2	3	4	5
118.	be self-accepting	1	2	3	4	5
119.	have burning motivation to make these children into successful young adults	1	2	3	4	5

APPENDIX D: Additions to Teacher Competencies

CLASSROOM ABILITIES

The teacher shall:

22. have methods of recognizing needs of individual students
23. recognize potential dropouts
24. know what needs are not being met
25. have competency in working in small groups
26. gain individuals' expression of needs
27. listen to what his students are saying
28. apply basic academic skills as contrasted to teaching them
29. use other resources in the school environment
30. interact with students
31. develop teaching approaches
32. record student behavior
33. describe behavior
34. be able to group children
35. be able to use available hardware
36. interpret student behavior
37. reflect upon and improve his teaching
38. produce quality rather than mediocrity
39. organize and select proper curricula for each individual
40. have a working definition of "teacher"
41. be a multi-functional educator

BACKGROUND AND TRAINING

64. know about emergencies of daily life
65. understand and cope with cultures of students
66. awareness of entire life cycle of MR
67. have a knowledge of mental retardation based on learning theory
68. be exposed to operant conditioning
69. be able to set up behavioral objectives for all assignments
70. understand learning theory
71. understand industrial enterprise
72. have teaching experience at the secondary level
73. have techniques of relating to individuals in groups
74. be familiar with techniques of introspection, e.g., sensitivity training
75. have experiences enabling him to conceptualize various theories of learning and special education

76. have developed a personal philosophy about "what is man?"
77. have developed a personal philosophy about "how man relates to his environment"
78. have developed a personal philosophy about theories related to learning
79. be able to analyze a task into component parts
80. experience in counseling parents
81. have experience in working in stress and conflict

PERSONAL TRAITS

The teacher shall:

120. care about doing a superior job
121. communicate with lots of other people
122. "sell" his program
123. defeat obstacles to building a good program
124. develop effective standards
125. know who to ask for help
126. be able to set up an after-18 school
127. be able to laugh
128. be willing to do more than the position demands
129. have empathy and understanding for parents of retarded children
130. have ability to withstand verbal and physical attack
131. have ability to listen
132. be unafraid to challenge the system rather than the person who possesses a majority of traits listed
133. have survived a teacher training program which judged him a good potential teacher of EMR
134. be unafraid to challenge the system
135. cope with stress
136. re-train to have a self-concept
100. be realistically optimistic
99. be able to train EMR's in parenthood
98. be resilient
97. have high intelligence
96. provide success experiences for his students

APPENDIX E

Stout State University
Menomonie, Wisconsin
Institute for Vocational Rehabilitation

SPECIAL EDUCATION STUDY

Questionnaire #3

Needs of Adolescent Educable Mentally Retarded	Your Previous Estimate	Consensus Estimate (IQR)	Your New Estimate	Reason Your Estimate is Below or Above IQR	Degree to Which Schools Currently Meet This Need				
ACADEMIC NEEDS		Q1 - Q3			N	-	H	-	A
The student should:									
1. acquire basic academic skills		3.29 - 4.98			1	2	3	4	5
2. become prepared for independent living (budget, transportation, dating)		4.55 - 5.27			1	2	3	4	5
3. receive a practical education including home ec and industrial arts		3.52 - 4.73			1	2	3	4	5
4. have an educational program with specific objectives		4.00 - 5.21			1	2	3	4	5
5. have a program which diagnoses and prescribes education and skills		4.53 - 5.30			1	2	3	4	5
6. receive adequate stimuli		3.50 - 5.22			1	2	3	4	5
7. be able to apply reading, writing & arithmetic skills to at least the 3rd grade level		3.14 - 4.69			1	2	3	4	5
8. be able to apply reading, writing & arithmetic skills to at least the 4th grade level		2.69 - 4.11			1	2	3	4	5
9. be able to apply reading, writing & arithmetic skills to at least the 5th grade level		1.97 - 3.81			1	2	3	4	5
10. be able to apply reading, writing & arithmetic skills to at least the 6th grade level		1.23 - 3.08			1	2	3	4	5

Needs of Adolescent Educable Mentally Retarded	Your Previous Estimate	Consensus Estimate (IQR)	Your New Estimate	Reason Your Estimate is Below or Above IQR	Degree to Which Schools Currently Meet This Need
11. acquire skills and strategies for approaching problems and new situations		3.62 - 5.00			1 2 3 4 5
12. have the ability to make judgments to satisfy personal needs		3.58 - 5.04			1 2 3 4 5
13. be able to make academic experiences relevant		2.63 - 4.65			1 2 3 4 5
14. be able to express himself clearly		3.30 - 4.88			1 2 3 4 5
15. receive actual experiences relating subject matter to the real world		4.01 - 5.10			1 2 3 4 5
16. understand the cultural values of the society in which he lives		2.84 - 4.30			1 2 3 4 5
17. receive an education meeting his individual urban or rural needs		3.35 - 4.85			1 2 3 4 5
18. receive an education based on 12 persisting life needs		2.98 - 4.91			1 2 3 4 5
19. be able to interpret stimuli		2.58 - 4.66			1 2 3 4 5
20. receive individualized academic program according to maturational levels		3.87 - 5.12			1 2 3 4 5
VOCATIONAL NEEDS					
The student should:					
41. receive an evaluation of his vocational potential		3.59 - 4.63			1 2 3 4 5
42. receive an evaluation of his vocational interests		3.50 - 5.11			1 2 3 4 5
43. have a proper attitude toward work		4.23 - 5.24			1 2 3 4 5
44. become familiar with the world of work		3.76 - 5.05			1 2 3 4 5
45. become economically sufficient (independent)		3.55 - 4.97			1 2 3 4 5
46. obtain vocational skills applicable to specific job requirements		2.98 - 4.75			1 2 3 4 5

Needs of Adolescent Educable Mentally Retarded	Your Previous Estimate	Consensus Estimate (IQR)	Your New Estimate	Reason Your Estimate is Below or Above IQR	Degree to Which Schools Currently Meet This Need
47. obtain occupational skills applicable to many job requirements		4.02 - 5.20			1 2 3 4 5
48. receive information related to personal feelings of workers		2.91 - 4.43			1 2 3 4 5
49. be aware of what jobs are available in his community		3.59 - 4.86			1 2 3 4 5
50. develop proper attitude toward work considering cultural background & influences		3.67 - 4.75			1 2 3 4 5
51. receive information on skills, personality, race, etc. and their significance to work		2.91 - 4.54			1 2 3 4 5
52. understand work in relation to punctuality, & relationships with supervisor and peers		3.93 - 5.02			1 2 3 4 5
53. receive evaluation of his personal interests, vocational strengths and weaknesses		3.63 - 4.96			1 2 3 4 5
54. accept failure situations		3.29 - 4.58			1 2 3 4 5
55. recognize the value of work so it becomes a personally satisfying experience		3.63 - 4.86			1 2 3 4 5
56. desire to get and hold a job		3.75 - 4.93			1 2 3 4 5
57. receive positive reinforcement to improve self-concept and self-awareness		3.67 - 4.97			1 2 3 4 5
58. be aware of his responsibilities to himself, family, and employer		4.01 - 5.06			1 2 3 4 5
59. cope with employment change as a way of life		3.22 - 4.61			1 2 3 4 5
60. receive parent support, understanding and partnership		3.56 - 4.98			1 2 3 4 5
61. know where to go for retraining		3.63 - 4.79			1 2 3 4 5

Needs of Adolescent Educable Mentally Retarded	Your Previous Estimate	Consensus Estimate (IQR)	Your New Estimate	Reason Your Estimate is Below or Above IQR	Degree to Which Schools Currently Meet This Need
62. accept competitive situations		2.91 - 4.36			1 2 3 4 5
63. obtain specific vocational skills as a class		1.62 - 3.29			1 2 3 4 5
64. obtain specific vocational skills in a small group (2 or 3)		2.83 - 4.50			1 2 3 4 5
65. obtain specific vocational skills individually		3.40 - 5.06			1 2 3 4 5
66. be motivated, i.e., "I will promise you a job after 3 years in our program."		1.54 - 4.16			1 2 3 4 5
67. look at himself from the employer's view		2.56 - 4.11			1 2 3 4 5
68. receive an evaluation of potential in a proper environment		3.40 - 4.74			1 2 3 4 5
69. be exposed to many employment opportunities		3.05 - 4.44			1 2 3 4 5
70. learn to want to have the need to work		2.62 - 4.29			1 2 3 4 5
71. receive vocational counseling		3.57 - 5.04			1 2 3 4 5
72. in some instances, be prepared to live without working		2.38 - 4.21			1 2 3 4 5
PERSONAL - SOCIAL NEEDS					
The student should:					
101. have proper grooming & hygiene habits		3.82 - 5.12			1 2 3 4 5
102. have socially acceptable behavior		3.97 - 5.16			1 2 3 4 5
103. be able to form and maintain social relationships		3.53 - 5.05			1 2 3 4 5
104. be aware of his civic responsibilities		2.84 - 4.45			1 2 3 4 5
105. have adequate recreational skills		3.16 - 4.64			1 2 3 4 5
106. have an understanding of his civic rights		2.96 - 4.64			1 2 3 4 5

Needs of Adolescent Educable Mentally Retarded	Your Previous Estimate	Consensus Estimate (IQR)	Your New Estimate	Reason Your Estimate is Below or Above IQR	Degree to Which Schools Currently Meet This Need
107. have capability to use community resources		3.75 - 5.00			1 2 3 4 5
108. have opportunity for maximum interaction with "normals"		3.11 - 5.00			1 2 3 4 5
109. learn to drive a car		2.75 - 4.03			1 2 3 4 5
110. have adequate communication skills		3.85 - 5.04			1 2 3 4 5
111. be treated as individuals who can learn		4.50 - 5.21			1 2 3 4 5
112. accept his own limitations		3.59 - 4.85			1 2 3 4 5
113. receive sex education		3.15 - 4.75			1 2 3 4 5
114. achieve acceptable forms of self-expression		3.50 - 4.87			1 2 3 4 5
115. be resourceful		2.87 - 4.32			1 2 3 4 5
116. have self-confidence		3.55 - 4.96			1 2 3 4 5
117. be capable of independent thinking		2.95 - 4.66			1 2 3 4 5
118. accept himself		3.73 - 5.08			1 2 3 4 5
119. understand himself		3.26 - 4.73			1 2 3 4 5
120. conform		2.84 - 4.66			1 2 3 4 5
121. be able to gain adult approval		2.94 - 4.38			1 2 3 4 5
122. have an adequate self-concept		3.45 - 5.03			1 2 3 4 5
123. be loved		3.05 - 4.85			1 2 3 4 5
124. opportunity to develop personal - social traits to a more than adequate level		3.02 - 4.73			1 2 3 4 5
125. develop incentive, initiative, and momentum to want to improve and become a successful member of society		3.52 - 4.91			1 2 3 4 5
126. receive leisure-time training		3.50 - 5.01			1 2 3 4 5
127. be able to travel throughout community, state and nation		2.11 - 3.47			1 2 3 4 5

Needs of Adolescent Educable Mentally Retarded	Your Previous Estimate	Consensus Estimate (IQR)	Your New Estimate	Reason Your Estimate is Below or Above IQR	Degree to Which Schools Currently Meet This Need
128. be able to conform to society in which he lives		3.29 - 4.62			1 2 3 4 5
129. learn coping skills		3.26 - 4.59			1 2 3 4 5
130. take part in civic activities		2.44 - 3.64			1 2 3 4 5
131. understand basics of sexual hygiene		3.68 - 4.76			1 2 3 4 5
132. understand responsibilities of sexual relationships		3.58 - 4.77			1 2 3 4 5
133. be prepared for parenthood		3.57 - 4.62			1 2 3 4 5
134. be able to use telephone directory		3.11 - 4.66			1 2 3 4 5
135. develop coordination skills		2.84 - 4.66			1 2 3 4 5
136. be understood individually according to his needs		3.59 - 4.88			1 2 3 4 5
137. be able to act within the law					1 2 3 4 5
138. be prepared for life as to rural or urban needs					1 2 3 4 5

Competencies Needed By Teachers of Adolescent Educable Mentally Retarded	Your Previous Estimate	Consensus Estmate (IQR)	Your New Estimate	Reason Your Estimate is Below or Above IQR	Degree to Which Schools Currently Meet This Need				
CLASSROOM ABILITIES		Q1 - Q3			N	-	H	-	A
The teacher shall:									
1. diagnose student needs		4.63 - 5.22			1	2	3	4	5
2. provide program needs		3.86 - 5.05			1	2	3	4	5
3. teach health habits		3.19 - 4.47			1	2	3	4	5
4. teach basic academic skills		2.80 - 4.76			1	2	3	4	5
5. counsel		3.71 - 5.10			1	2	3	4	5
6. evaluate work competencies		3.78 - 4.86			1	2	3	4	5
7. determine availability of occupations		3.61 - 4.93			1	2	3	4	5
8. elicit confidence and respect from adolescents		3.81 - 5.10			1	2	3	4	5
9. evaluate behavior as to individual needs		4.06 - 5.11			1	2	3	4	5
10. use evaluation techniques		3.86 - 5.02			1	2	3	4	5
11. determine acceptable and reinforcing outlets of expression		3.35 - 4.92			1	2	3	4	5
12. organize and select proper curricula		3.63 - 5.01			1	2	3	4	5
13. diagnose and remediate learning deficiencies		3.58 - 4.64			1	2	3	4	5
14. set instructional objectives		3.94 - 5.10			1	2	3	4	5
15. coordinate work training		3.42 - 5.02			1	2	3	4	5
16. have a knowledge of vocational courses (home ec, industrial arts, etc.)		3.10 - 4.92			1	2	3	4	5
17. offer vocational instruction		3.19 - 4.75			1	2	3	4	5
18. have an in-depth knowledge of each student		3.95 - 5.11			1	2	3	4	5
19. employ special teaching methods		3.97 - 5.07			1	2	3	4	5
20. use remedial techniques		3.27 - 4.73			1	2	3	4	5

Competencies Needed By Teachers of Adolescent Educable Mentally Retarded	Your Previous Estimate	Consensus Estimate (IQR)	Your New Estimate	Reason Your Estimate is Below or Above IQR	Degree to Which Schools Currently Meet This Need
21. set up a program within existing employment laws		3.44 - 5.01			1 2 3 4 5
22. have methods of recognizing needs of individual students		3.97 - 5.06			1 2 3 4 5
23. recognize potential dropouts		3.24 - 4.80			1 2 3 4 5
24. know what needs are not being met		4.02 - 5.08			1 2 3 4 5
25. have competency in working in small groups		3.80 - 5.04			1 2 3 4 5
26. gain individuals' expression of needs		2.86 - 4.86			1 2 3 4 5
27. listen to what his students are saying		4.12 - 5.13			1 2 3 4 5
28. apply basic academic skills as contrasted to teaching them		3.84 - 4.97			1 2 3 4 5
29. use other resources in the school environment		3.86 - 5.02			1 2 3 4 5
30. interact with students		3.86 - 5.02			1 2 3 4 5
31. develop teaching approaches		3.25 - 4.47			1 2 3 4 5
32. record student behavior		3.10 - 4.86			1 2 3 4 5
33. describe behavior		3.35 - 4.76			1 2 3 4 5
34. be able to group children		2.78 - 4.46			1 2 3 4 5
35. be able to use available hardware		3.71 - 4.93			1 2 3 4 5
36. interpret student behavior		3.53 - 4.97			1 2 3 4 5
37. reflect upon and improve his teaching		3.86 - 5.02			1 2 3 4 5
38. produce quality rather than mediocrity		4.20 - 5.15			1 2 3 4 5
39. organize and select proper curricula for each individual		3.86 - 5.08			1 2 3 4 5
40. have a working definition of "teacher"		2.61 - 4.31			1 2 3 4 5
41. be a multi-functional educator		3.28 - 5.01			1 2 3 4 5

Competencies Needed By Teachers of Adolescent Educable Mentally Retarded	Your Previous Estimate	Consensus Estimate (IQR)	Your New Estimate	Reason Your Estimate is Below or Above IQR	Degree to Which Schools Currently Meet This Need
BACKGROUND & TRAINING					
The teacher shall:					
51. have a knowledge of mental retardation based on theory		3.35 - 5.03			1 2 3 4 5
52. have a functional background		3.71 - 5.16			1 2 3 4 5
53. be aware of the culture and society of her students		3.98 - 5.21			1 2 3 4 5
54. have a knowledge of community agencies		4.08 - 5.20			1 2 3 4 5
55. know about personality development		3.69 - 4.56			1 2 3 4 5
56. have training & experience in counseling and guidance		3.24 - 4.62			1 2 3 4 5
57. be trained in operant conditioning		2.52 - 4.31			1 2 3 4 5
58. have industrial experience		3.06 - 4.94			1 2 3 4 5
59. have work experience		4.08 - 5.20			1 2 3 4 5
60. have practical experience with the mentally retarded		4.63 - 5.30			1 2 3 4 5
61. know about child growth & development		3.91 - 5.04			1 2 3 4 5
62. have a real knowledge of the world of work		4.02 - 5.20			1 2 3 4 5
63. have a knowledge of ecology		2.81 - 4.30			1 2 3 4 5
64. know about emergencies of daily life		3.19 - 4.64			1 2 3 4 5
65. understand and cope with cultures of students		3.88 - 5.03			1 2 3 4 5
66. awareness of entire life cycle of MR		3.62 - 4.48			1 2 3 4 5
67. have a knowledge of mental retardation based on learning theory		3.62 - 4.70			1 2 3 4 5
68. be exposed to operant conditioning		2.87 - 4.41			1 2 3 4 5
69. be able to set up behavioral objectives for all assignments		3.75 - 4.89			1 2 3 4 5

Competencies Needed By Teachers of Adolescent Educable Mentally Retarded	Your Previous Estimate	Consensus Estimate (IQR)	Your New Estimate	Reason Your Estimate is Below or Above IQR	Degree to Which Schools Currently Meet This Need
70. understand learning theory		3.58 - 4.64			1 2 3 4 5
71. understand industrial enterprise		3.06 - 4.64			1 2 3 4 5
72. have teaching experience at the secondary level		2.90 - 4.38			1 2 3 4 5
73. have techniques of relating to individuals in groups		3.71 - 4.97			1 2 3 4 5
74. be familiar with techniques of introspection, e.g., sensitivity training		2.42 - 4.02			1 2 3 4 5
75. have experiences enabling him to conceptualize various theories of learning and special education		3.57 - 4.48			1 2 3 4 5
76. have developed a personal philosophy about "what is man?"		2.71 - 4.59			1 2 3 4 5
77. have developed a personal philosophy about "how man relates to his environment"		3.16 - 4.82			1 2 3 4 5
78. have developed a personal philosophy about theories related to learning		3.06 - 4.32			1 2 3 4 5
79. be able to analyze a task into component parts		3.83 - 5.05			1 2 3 4 5
80. experience in counseling parents		3.81 - 4.98			1 2 3 4 5
81. have experience in working in stress and conflict		3.70 - 4.91			1 2 3 4 5
PERSONAL TRAITS					
The teacher shall:					
96. provide success experiences for his students		4.18 - 5.18			1 2 3 4 5
97. have high intelligence		2.68 - 4.90			1 2 3 4 5
98. be resilient		3.35 - 5.03			1 2 3 4 5

Competencies Needed By Teachers of Adolescent Educable Mentally Retarded	Your Previous Estimate	Consensus Estimate (IQR)	Your New Estimate	Reason Your Estimate is Below or Above IQR	Degree to Which Schools Currently Meet This Need
99. be able to train EMR's in parenthood		3.13 - 4.60			1 2 3 4 5
100. be realistically optimistic		3.92 - 5.25			1 2 3 4 5
101. have empathy for her students		3.90 - 5.11			1 2 3 4 5
102. understand her students		4.24 - 5.18			1 2 3 4 5
103. be able to cope with students' psychic needs		3.19 - 4.40			1 2 3 4 5
104. accept slow progress		3.25 - 4.97			1 2 3 4 5
105. be able to repeat		3.31 - 4.86			1 2 3 4 5
106. have common sense		4.02 - 5.15			1 2 3 4 5
107. have feelings for retardates beyond school hours		3.28 - 5.04			1 2 3 4 5
108. be skillful in communications		4.35 - 5.19			1 2 3 4 5
109. be willing to interact with community agencies and employers		4.42 - 5.19			1 2 3 4 5
110. be accepted in school and community		3.44 - 5.07			1 2 3 4 5
111. understand limitations of the mentally retarded		3.68 - 5.11			1 2 3 4 5
112. be adept at public relations		3.53 - 4.97			1 2 3 4 5
113. have flexibility and ingenuity		4.45 - 5.21			1 2 3 4 5
114. be imaginative		4.10 - 5.13			1 2 3 4 5
115. be dedicated		3.98 - 5.13			1 2 3 4 5
116. have the proper attitude and philosophy regarding mentally retarded adolescents		3.64 - 5.07			1 2 3 4 5
117. have human interest		3.86 - 5.04			1 2 3 4 5
118. be self-accepting		3.86 - 5.08			1 2 3 4 5
119. have burning motivation to make these children into successful young adults		3.86 - 5.15			1 2 3 4 5

Competencies Needed By Teachers of Adolescent Educable Mentally Retarded	Your Previous Estimate	Consensus Estimate (IQR)	Your New Estimate	Reason Your Estimate is Below or Above IQR	Degree to Which Schools Currently Meet This Need
120. care about doing a superior job		4.42 - 5.16			1 2 3 4 5
121. communicate with lots of other people		3.18 - 4.41			1 2 3 4 5
122. "sell" his program		3.74 - 5.03			1 2 3 4 5
123. defeat obstacles to building a good program		3.18 - 4.73			1 2 3 4 5
124. develop effective standards		3.62 - 4.58			1 2 3 4 5
125. know who to ask for help		3.95 - 5.02			1 2 3 4 5
126. be able to set up an after-18 school		2.68 - 4.68			1 2 3 4 5
127. be able to laugh		3.59 - 5.07			1 2 3 4 5
128. be willing to do more than the position demands		3.76 - 5.00			1 2 3 4 5
129. have empathy and understanding for parents of retarded children		3.98 - 5.05			1 2 3 4 5
130. have ability to withstand verbal and physical attack		3.44 - 4.86			1 2 3 4 5
131. have ability to listen		4.13 - 5.13			1 2 3 4 5
132. be unafraid to challenge the system rather than the person who possesses a majority of traits listed		3.76 - 4.89			1 2 3 4 5
133. have survived a teacher training program which judged him a good potential teacher of EMR		2.75 - 5.02			1 2 3 4 5
134. be unafraid to challenge the system		3.68 - 4.96			1 2 3 4 5
135. cope with stress		3.81 - 5.02			1 2 3 4 5
136. retrain to have a self-concept		2.77 - 4.71			1 2 3 4 5

APPENDIX F

Wisconsin Department of Public Instruction
Special Education Study Field Questionnaire
PI-BHC-SE-125 (New 3-71)

INSTRUCTIONS: The following information about yourself is important for our study. You need not identify yourself, but it is important that the data is accurate.

1. **Education.**

Degrees Held	Major	Minor	College
1)			
2)			
3)			

Working toward certification? ______ Hold special education certification? ______

2. **Teaching Experience.** Number of years teaching:

Secondary level EMR (grades 10-12). . ______ years TMR . . . . ______ years

Other EMR . . . . ______ years Non-retarded students . . . . . . ______ years

3. **Non-Teaching Employment:** ______ years

4. **Present Age:** ______ years

5. **Sex:** Male ______ Female ______

6. **School Information.** Check which you work in:

Senior high with work-study (a combination classroom education & work experience) ______ Combined junior/senior high with work-study ______

Senior high without work-study ______ Combined junior/senior high without work-study ______

7. **Percentage of Time Spent In:** (Total equals 100%)

Classroom teaching of the EMR ______% Work experience coordination ______%

Other classroom teaching ______% Other______________________ ______%

8. **How Many:**

EMR students in grades 10-12 in your school? ______

Total students in your school? ______

People in the city where your school is located? ________

Part I - PROPORTION OF EMPHASIS devoted to curriculum areas. The results of our research efforts on the needs of the educable mentally retarded (EMR) indicate that a high school curriculum for these students must be essentially concerned with four areas: (A) Psycho-Social, (B) Activities of Daily Living, (C) Academic, and (D) Occupational Information and Preparation.

INSTRUCTIONS: Please read and consider those specific needs that must be met in each of the curriculum areas listed below. Then, on the following page rate the percentage of emphasis you feel should be spent preparing students in each of these curriculum areas.

A. Psycho-Social Curriculum Area. The student needs to:

1.1 exhibit socially acceptable behavior and self-expression (e.g., form and maintain social relationships, be accepted).

1.2 exhibit adequate self-awareness, self-confidence, and self-concept.

1.3 exhibit ability to participate with "normals."

1.4 exhibit the ability to think independently and resourcefully and to take an initiative.

1.5 exhibit spiritual as well as material values (e.g., value happiness, beauty, etc., as well as money and belongings).

1.6 exhibit responsibility toward himself and others.

B. Activities of Daily Living Curriculum Area. The student needs to:

2.1 exhibit proper care of himself in grooming, hygiene, and physical safety.

2.2 exhibit awareness of sex facts, responsibilities of sexual relationships and behavior, and parenthood.

2.3 exhibit home management abilities, e.g., cooking, cleaning, sewing and repairing garments, caring for lawn, caring for children, meeting emergencies.

2.4 exhibit awareness of family relationships and the ability to live within them.

2.5 exhibit necessary mobility, e.g., drive a car, walk in the community, utilize public transportation facilities.

2.6 exhibit ability to use community resources, e.g., libraries, churches, movies, agencies, etc.

2.7 exercise his civic rights and responsibilities, e.g., the right to vote, adherence to the law, fundamentals of government.

2.8 exhibit sufficient communication ability to make his thoughts understood.

2.9 exhibit appropriate leisure activities, e.g., sports, hobbies, etc.

C. Academic Curriculum Area. The student needs to:

3.1 exhibit reading skills sufficient to comprehend a newspaper, application form, safety signs, highway signs, etc.

3.2 exhibit arithmetic skills sufficient to count his money, balance his checkbook, read a thermometer, etc.

3.3 exhibit spelling and writing skills sufficient for social correspondence, completing job applications, completing simple forms (credit, social security), etc.

3.4 exhibit awareness of social studies and science sufficient to indicate an understanding of the basics of American and community history, geography, nature, ecology, etc.

D. Occupational Information and Preparation Curriculum Area. The student needs to:

4.1 exhibit proper work habits, e.g., awareness of time, supervisor and peer relationships, motivation, etc.

4.2 exhibit motor skills sufficient to obtain appropriate employment, e.g., motor coordination, tolerance, strength, eye-hand coordination.

4.3 exhibit awareness of many occupations, their skill requirements, and the personal needs of individuals who work in these occupations.

4.4 exhibit ability to seek and apply for a job, e.g., where to look for employment agencies, how to complete job application forms and interviews, etc.

4.5 exhibit competency in a specific occupational skill, e.g., clerical, service, industrial, agricultural, etc.

4.6 exhibit the ability to do satisfactory work on a regular job.

After considering each of the above curriculum areas and the specific needs subsumed under each, please indicate below the percentage of emphasis that you feel should be spent in each of the four areas during the overall three-year high school program. (Be sure the total of the four areas equals 100%)

	Percentage of Emphasis
A. Psycho-Social Curriculum Area	_______%
B. Activities of Daily Living Curriculum Area	_______%
C. Academic Curriculum Area	_______%
D. Occupational Information & Preparation Curriculum Area	_______%
	100 %

Part II - TEACHER COMPETENCIES

INSTRUCTIONS: To meet the student needs listed in Part I, the high school curriculum for the EMR should provide a wide range of experiences, activities, and instruction in the four curriculum areas. Specific experiences for each of the curriculum areas are listed in column 1. We would like you to:

In column 1, rate the relative importance of each item listed, i.e., how important you feel this experience, activity, or instruction is in the EMR curriculum;

In column 2, indicate who ideally should provide this activity: a special education teacher, a prevocational coordinator (concerned with educative and habilitative functions but giving greater attention to the latter), other school personnel (counselor, psychologist, regular class teacher, social worker), or others outside of school (welfare, DVR, sheltered workshop);

In column 3, indicate who in practice now provides this activity: a special education teacher, a prevocational coordinator, other school personnel, others outside of school, or it is not provided.

Because there may be several activities listed within one item, please be sure that you respond to the item as a whole and not to any one part. Your response should indicate your overall reaction regarding the item.

(1) Rating of the importance of curriculum experience, activity, or instruction. Circle the appropriate number: 1 = Not Important 2 = Slightly Important 3 = Moderately Important 4 = Important 5 = Very Important						(2) Indicate with an "x" WHO you feel ideally should perform this activity (you may check more than one)				(3) Indicate with an "x" WHO in practice performs this activity (you may check more than one)				
A. Psycho-Social Curriculum Area	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Provided
The student must be provided with:														
1.1 techniques of expressing socially acceptable behavior	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.2 necessary reinforcement for the development of adequate self-confidence, self-awareness, and self-concept	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.3 a wide range of opportunities for maximum interaction with "normals"	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.4 instruction in and opportunities for independent and resourceful thinking and initiative	1	2	3	4	5	___	___	___	___	___	___	___	___	___

	Rating	Ideally				In Practice				
	Not Import. Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Provided
1.5 an appreciation of the aesthetic values, e.g., happiness, beauty	1 2 3 4 5	___	___	___	___	___	___	___	___	___
1.6 social, emotional and intellectual functioning related to his home background	1 2 3 4 5	___	___	___	___	___	___	___	___	___
1.7 professional assistance in helping parents meet student needs, e.g., emotional support, dietary and rest requirements	1 2 3 4 5	___	___	___	___	___	___	___	___	___
1.8 professional assistance in developing responsibility to himself and others	1 2 3 4 5	___	___	___	___	___	___	___	___	___
Additional: ___	1 2 3 4 5	___	___	___	___	___	___	___	___	___
B. Activities of Daily Living Curriculum Area										
The student must be provided with:										
2.1 instruction in methods of home management, e.g., cooking, purchasing and budgeting, clothing construction, etc.	1 2 3 4 5	___	___	___	___	___	___	___	___	___
2.2 instruction in methods of home mechanics, e.g., operating appliances, minor repairing, caring for equipment	1 2 3 4 5	___	___	___	___	___	___	___	___	___
2.3 instruction in methods of personal care, e.g., hygiene, nutrition, parenthood, sex education, safety	1 2 3 4 5	___	___	___	___	___	___	___	___	___
2.4 instruction in methods of utilizing community resources, e.g., post office, churches, etc.	1 2 3 4 5	___	___	___	___	___	___	___	___	___
2.5 instruction in use of leisure time, e.g., sports, crafts, social activities	1 2 3 4 5	___	___	___	___	___	___	___	___	___

	Rating					Ideally				In Practice				
	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Provided
2.6 instruction in methods of mobility, e.g., driving, utilization of mass transportation	1	2	3	4	5	—	—	—	—	—	—	—	—	—
2.7 instruction in rights and responsibilities of civic activities, e.g., laws, voting, participation, etc.	1	2	3	4	5	—	—	—	—	—	—	—	—	—
2.8 opportunities and training in communication skills, e.g., reading, writing, and speaking appropriately for daily activities	1	2	3	4	5	—	—	—	—	—	—	—	—	—
2.9 opportunities to become aware of hi responsibilities to himself & others	1	2	3	4	5	—	—	—	—	—	—	—	—	—
Additional: ______________________														
______________________	1	2	3	4	5	—	—	—	—	—	—	—	—	—
C. Academic Curriculum Area														
The student must be provided with:														
3.1 an ongoing evaluation of academic abilities and limitations, e.g., through observation, testing, etc.	1	2	3	4	5	—	—	—	—	—	—	—	—	—
3.2 academic skill instruction related to present and future vocational and social adjustment	1	2	3	4	5	—	—	—	—	—	—	—	—	—
3.3 curriculum models so as to receive organized academic instruction in appropriate scope and sequence	1	2	3	4	5	—	—	—	—	—	—	—	—	—
Additional: ______________________														
______________________	1	2	3	4	5	—	—	—	—	—	—	—	—	—
D. Occupational Information & Preparation Curriculum Area														
The student must be provided with:														

	Rating					Ideally				In Practice				
	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Provided
4.1 vocational evaluation, e.g., interest & aptitude tests, job samples, work tasks, situational assessments, on-the-job evaluations	1	2	3	4	5									
4.2 instruction & training for work adjustment, e.g., work habits, interest, motivation, interpersonal relations, ability to follow directions, etc.	1	2	3	4	5									
4.3 activities promoting the development of manual abilities (motor skills)	1	2	3	4	5									
4.4 skills for a specific job or jobs, e.g., clerical, service, industrial, etc.	1	2	3	4	5									
4.5 vocational information, guidance and counseling, e.g., familiarization with world of work, knowledge of many occupations, their skills requirements, etc.	1	2	3	4	5									
4.6 instruction in methods of job seeking and application	1	2	3	4	5									
4.7 instruction in the use of community resources which aid in vocational and social adjustment, e.g., DVR, social services	1	2	3	4	5									
4.8 job tryouts	1	2	3	4	5									
4.9 job placement upon completion of schooling	1	2	3	4	5									
4.10 a professional person competent to make reports of the student's progress, evaluations, and recommendations to agencies & potential employers	1	2	3	4	5									
4.11 post-school activities, coordinated by a professional, when necessary	1	2	3	4	5									
Additional:__________	1	2	3	4	5									